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ABSTRACT

Based on the findings of a study investigating the factors and practices that have contributed to the successful outcomes of nine existing bilingual vocational training (BVT) programs, this guide is designed to provide practical ideas and information to program administrators and others interested in initiating and improving vocational training programs for persons with limited English speaking ability. Following a discussion of the study on which the guide is based, brief descriptions are provided of the BVT programs studied. Explained next are various successful program strategies utilized in the following BVT program areas: program administration, staff development, staff recruitment, trainee recruitment, trainee selection, program orientation, bilingual vocational skills instruction, advisory committees, curriculum development, counseling, cross-cultural training, linkage activities, on-the-job practice, job development and placement, program records, and institutionalization. Various criteria for success in bilingual education are discussed. Covered next are such aspects of planning BVT programs as needs assessment, linkage activities, administrative structure, program design, scheduling, staff development, coordination, and evaluation. Included in appendixes to the guide are checklists of criteria for successful strategies in BVT programs and passages from pertinent federal legislation. (MN)

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ASSESSING SUCCESSFUL STRATEGIES IN BILINGUAL VOCATIONAL TRAINING PROGRAMS

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FOREWORD

In this work Rudolph C. Troike, Lester S. Golub, and Ismael Lugo examine the results of an ethnographic study to discover the particular factors common to bilingual vocational training (BVT) programs that have been recognized as successful. They describe the nine BVT programs studied and outline the specific strategies and practices found in each. The authors analyze the criteria for success, then offer suggestions for planning and implementing a successful BVT program.

One of the activities of the National Clearinghouse for Bilingual Education is to publish documents addressing the specific information needs of the bilingual education community. We are pleased to make this title available on our growing list of publications. Subsequent Clearinghouse products will similarly seek to contribute information that can assist in the education of minority language and culture groups in the United States.

National Clearinghouse
for Bilingual Education

ASSESSING SUCCESSFUL STRATEGIES
IN
BILINGUAL VOCATIONAL TRAINING PROGRAMS

EXECUTIVE SUMMARY AND RECOMMENDATIONS

The purpose of this monograph is to discover common factors and practices which have contributed to the successful outcomes of nine existing bilingual vocational training (BVT) programs recognized for their evidence of success. The monograph will provide directors of bilingual vocational training programs and other interested persons with base-line information needed for planning and implementing a bilingual vocational training program.

Summary

Successful practices of the nine BVT programs studied included such activities as: 1) team teaching and team planning, 2) incorporation and sequencing of instruction in job-related English language skills with vocational skills, 3) job placement and follow-up, 4) awareness and teaching of similarities and differences of cultural patterns, 5) instructor/trainee interactions, 6) coordination of counseling and job development, 7) staff consensus in the selection of vocational and language materials, and 8) instruction in survival skills for the work place. These features reoccurred in the nine bilingual vocational training programs involved in this study.

Successful practices found in BVT programs studied indicated that: 1) the need for job-related English as a second language training has

been recognized and trained staff has been employed to teach ESL, 2) job-related ESL training is functionally tied to vocational skills training, and 3) vocational skills training is derived from a labor market survey and adequately trained personnel are employed to teach these skills.

The criteria used to determine the quality of a bilingual vocational training program included: 1) job placement rate, 2) needs assessment quality, 3) quality of program planning, design and management, 4) competence, training and attitudes of staff, 5) nature and appropriateness of occupation selected for training, 7) trainee recruitment, 8) behavior of trainees, including attendance and teacher/trainee interactions, 9) learning rate and achievement levels of trainees, 10) institutionalization, 11) program organization and management, and 12) community and business support.

Although job placement was the most common criterion used to measure program effectiveness, administrators of BVT programs carefully considered the other criteria. Without a well-planned program and well-trained instructors, a program will fail. Trainee recruitment and selection were considered as determining the quality of persons placed on the job market, particularly in the local economy. Whether a BVT program was institutionalized and became a regular part of the total community educational program, and whether employers were willing to continue hiring program trainees were considered critical to the long-range operation of BVT programs.

Planning for a successful BVT program included: 1) reliable assessment of the need for training, 2) clearly stated and measurable program and instructional objectives, 3) effective and objective methods of measuring success, 4) adequate time, facilities and equipment, 5) sufficient financial support, and 6) an appropriately trained staff.

Counseling and cross-cultural training were important features of successful BVT programs, especially in helping trainees understand job-related and culture-related protocols. Most counseling activities were job-related; however, if personal problems affected the vocational progress of a trainee, a counselor would deal with these problems or refer the trainee to another agency where the problems might be solved.

On-the-job practice was an important aspect of successful BVT programs. It was here that employers and the BVT program had an opportunity to work together. The employer learned what could be expected of the BVT program trainee and the trainee could evaluate the quality of instruction. Documentation of the success of a program and careful ongoing evaluation of some programs led several grantee institutions to adopt the entire program or components of the program.

The success of the bilingual vocational training programs discussed in this monograph illustrates the range of possibilities for

preparing and placing out-of-school youth or adults of limited English speaking ability in the job market.

Recommendations

The following summarizes some of the most significant findings and recommendations to emerge from this study.

1. Planning. Program quality depends to a great extent on the length and depth of prior planning. Funding for planning grants and the provision of technical assistance are recommended to contribute to enhancing program quality and prospects for success.

2. Needs Assessment. A careful needs assessment is required to determine the level of English language ability to be expected among prospective trainees, and the job market needs in the area, as well as the probable interest of the target group in different training options. Dead-end occupations with limited opportunities for professional growth should be avoided.

3. Staff Qualifications

a. Language: All staff should be bilingual whenever possible, with fluency in the trainees' language and knowledge of their cultural background required for most staff members. ESL (English as a Second Language) teachers should already have or be encouraged to develop competence in the trainees' language.

b. Personal qualities: The most important qualification identified by all program directors was commitment. Staff must be ready and willing to be on call to assist trainees.

4. Staff Development. Because of the newness of the field of bilingual vocational training and the lack of trained BVT educators, programs must be sure to plan for ongoing in-service training. Additionally, efforts should be made to provide long-term or short-term pre-service training.

5. Counseling. Meeting the personal needs of trainees and helping them cope with external situations and the demands of their lives is one of the single most significant requirements for a program to fulfill in order to assure high retention of trainees in the program and provide a secure basis for learning.

6. Full-time Staff. Because of the need for very close coordination among the staff, the need for curriculum development and the commitment required to meet the needs of the trainees, it is strongly recommended that all staff be appointed full time.

7. Cross-cultural Training. Teaching cross-cultural norms of the work place should be an integral component of all programs. Many trainees lack basic knowledge of American/urban institutions, bureaucratic organization, laws, merchandising practices, consumer rights, sociocultural patterns, assertiveness and the values of the work place.

8. Vocational Instruction. This must initially be delivered primarily in the trainees' native language, with a gradual increase in the amount of English used (depending on the level of English competence of the trainees and the language demands of the occupation). Vocational instructors should be especially sensitive to trainees' ability to understand the English used in presentations and must be willing to collaborate closely with the ESL instructor(s) in the development of the language training component.

9. ESL Instruction. Traditional, self-contained English instruction should be avoided, as should nonrelevant vocational English material. The ESL component must be integrally coordinated with the vocational component to be maximally effective; the ESL and vocational instructors must collaborate closely to assure that appropriate job-related English is identified and taught in the ESL class to support and reinforce learning in the vocational class. The ESL component should be recognized as being in a service capacity to the vocational component.

10. Advisory Committee. An Advisory Committee including representatives from the minority community, the vocational skills area and the prospective employer field can have valuable programmatic and representational/liaison contributions to make. They should be involved as closely as possible in the program, beginning with the planning phase, and their suggestions should be taken seriously.

11. Follow-up and Feedback. Programs should be willing to provide continued supportive technical assistance to trainees even after they have graduated from the program, which can be helpful in identifying needs. A strong effort should be made to keep track of graduates, and encouragement given to forming a graduate association. Recommendations by former trainees are a major source of recruits as well as of placement opportunities. Employers should also be interviewed periodically to obtain recommendations for changes in the training program.

12. Job Placement. Successful programs range from 85 to 100 percent job placement. Although early placement appears to meet program goals, it is strongly recommended that trainees not accept job placement prior to completion of training, as this tends to limit their long-term employment opportunities.

13. Duration of Program Support. While the actual length of training may vary from several months to a full year, most program staff found that their first year of operation was very much a learning period, which permitted them to make significant changes in their second year of operation. It is recommended that in addition to a planning period, a program be initially sponsored for a two-year period, with a review at the end of the first year to determine whether a second year is warranted.

14. Community and Business Support. In establishing a BVT program, it is absolutely necessary to obtain cooperation between the BVT program and community agencies, organizations, institutions, and businesses which may become employers of trainees. Since there are many potential community and business contacts within a community, it is recommended that support be obtained from those which can make a substantial contribution to the BVT program, such as: 1) providing on-the-job practice, 2) contributing to the criteria for successful completion of the program, 3) having a commitment to hiring trainees, 4) providing or assisting in the development of instructional materials, and 5) providing staff development resources.

The most basic finding of this study can be summed up in a single sentence: Properly implemented, a bilingual approach can be a highly effective means for providing vocational training to limited English speaking persons. This finding is especially important since this population, which constitutes a large and growing percentage of the unemployed and underemployed adult population in the United States, has traditionally been excluded from most vocational training opportunities by the language barrier. Bilingual vocational training permits this population to be served and to contribute, thereby, to improving the educational and economic opportunities of the next generation -- their children. In addition, successful bilingual vocational training programs are highly cost effective, since the investment in them is generally returned to the government in taxes within a period of three years or less, through reduction in welfare

and other social costs, and the payment of income tax on salaries earned. It would be hard to imagine a program more deserving of federal, state and local agency support and implementation.

I. INTRODUCTION

This monograph is the result of a study of successful practices and strategies in nine selected bilingual vocational training (BVT) programs funded under the Vocational Education Act (P.L. 94-482, Title II, Sec. 202(a), Subpart 3, enacted October 12, 1976). The monograph is intended as a guide to provide practical ideas and information to program administrators and others interested in initiating and improving bilingual vocational training programs for persons with limited English speaking ability.

Description of the Study

The study which led to the preparation of this guide was carried out under a contract from the U.S. Department of Education with InterAmerica Research Associates, Inc. (Contract No. 300-79-0649). Although there are many successful programs in the United States which provide bilingual vocational training through federal, state and local funding, only nine federally funded programs, in operation for two years or more, were chosen for this study. They were selected on the basis of a careful review of program reports and evaluations and in consultation with the then Program Officer, Dr. Doris Gunderson. The following programs were included in ths study, after agreement to participate was obtained from each program director (see Appendix for addresses):

- China Institute in America, New York City, New York
- Bronx Community College, Bronx, New York
- Chinatown Manpower Institute, New York City, New York
- De Anza Community College, Sunnyvale, California
- El Paso Community College, El Paso, Texas
- Little Wound School Board, Kyle, South Dakota
- Miami-Dade Community College, Miami, Florida
- Service Employment Redevelopment (SER)/Hidalgo Jobs for Progress, San Juan, Texas
- University of California-Los Angeles (UCLA) Dental Assistants Training Program, Los Angeles, California

Project staff and consultants (see Appendix), all of whom were familiar with bilingual vocational training or bilingual education, or both, visited each site for several days where they interviewed staff, trainees and former trainees, employers, advisory committee chairpersons, members of the community and representatives from the sponsoring institution. At least one person who could speak the language used by the trainees was included in each site visit team in order to permit direct interviews with trainees and staff and to facilitate classroom observation.

To aid in making data collection more uniform, worksheets were utilized for observations and for each type of person interviewed. These worksheets were based on a set of criteria for determining successful practices which was developed by project staff and

consultants with the assistance of the Advisory Panel to the project (see Appendix for Advisory Panel members). Copies of the criteria and worksheets were included in the technical project report to the Department of Education and are available through the Educational Resources Information Center (ERIC). The Advisory Panel also provided suggestions for the content of the present guide and critiqued the draft version.

Purpose of the Study

The study which formed the basis for this monograph can be characterized as an ethnographic or case-study effort which had as its purpose the discovery of common or particular factors and practices that contributed to the outcomes of programs already recognized for their evidence of success. It should be emphasized that this study in no way constituted an evaluation of the projects involved. Owing to the small number of cases, no statistical analyses were conducted.

Nevertheless, as will be shown here, there were important consistencies running through many of the projects which may be taken as indicators of success. Therefore, these indicators of success can be recommended, where applicable, to anyone wishing to establish a program for persons whose limited English speaking ability (LESA) has previously made access to vocational training difficult or impossible.

II. STRATEGIES FOR SUCCESS IN BILINGUAL VOCATIONAL TRAINING PROGRAMS

Achieving success in various aspects of a bilingual vocational training program involves knowing what to do and how to do it. Accordingly, this chapter contains a description of the nine (9) selected bilingual vocational training programs studied, as well as practices found to be successful.

A Brief Description of the Nine BVT Programs Studied

China Institute in America

The Bilingual Vocational Training Program of China Institute in America, in operation since 1975, is designed to train limited English speaking Chinese Americans to serve as professional chefs. It also provides job-related English instruction and cultural orientation to reduce their isolation and help them make their way into the American mainstream. The program is currently in its fifth year of operation and enjoys a record of 95 to 100 percent placement of its graduates.

Trainees are assigned to a cycle of instruction consisting of twenty weeks. After the trainees have received intensive classroom instruction for ten weeks, they are assigned to field practice for

ten additional weeks until they graduate from the program. While they are doing field practice in various Chinese restaurants in the city, they return to the Institute for additional English classes every Sunday until graduation.

During each cycle of instruction, demonstrations of regional cooking by guest chefs are conducted. Field trips to places of interest to the trainees are conducted right after the subject is taught in class, e.g., trips to local coffee shops, post offices, banks, supermarkets and restaurants. No long-range schedules are set for the field trips because the timing depends on the trainees' progress with each new lesson.

The English as a second language (ESL) component, which is job-related, is critical in this training program since most trainees entering the program have either been in the United States for a relatively short time or have been isolated from the mainstream of American life. There are three ESL teachers in this program. It is required that all instructors have an understanding of the Chinese language and culture. Two of the ESL teachers are native English speakers who stay after work to participate in Chinese classes offered by the Institute.

Bronx Community College

The Bronx Community College Housing Maintenance and Repair Program, which started offering bilingual vocational training in three

languages (Spanish, Italian and English), is now in its fifth year of operation. Before receiving the certificate of completion, the trainees have to complete successfully 96 hours of job-related ESL instruction and 96 hours of bilingual vocational instruction. In addition to classroom instruction, the trainees receive personal assistance and help through the counseling component.

Most of the trainees in this program are adults with family responsibilities. Some of them work during the day and are able to participate in training to update their skills only because the program is offered in the evening. The trainees are limited English speakers who come from various countries in Latin America. Those selected to participate in the program receive training in general carpentry, plumbing, boilers and heating, electricity and pest control.

Chinatown Manpower Project

Chinatown Manpower Project (CMP) was established in 1972 as a nonprofit community-based organization to provide training and educational opportunities for Chinese persons within the New York City area. The bilingual vocational training program located at this institution, funded from 1977 to 1980 (but unfortunately not renewed for the next year), was an intensive six-month program designed to prepare limited English speakers in para-accounting.

Thirty-six students were enrolled in each cycle of instruction. They were assigned to three different groups or classes on the basis of their English speaking ability. Each class consisted of 12 trainees. All trainees went through the same type of training, covered the same instructional materials and took the same courses. The courses offered by this training program were: basic office practice, job-related ESL, typing, group counseling and bicultural studies. Group counseling was offered three times a week and bicultural studies twice a week. At the beginning of each cycle, each teacher was required to provide the program coordinator with a 24-week lesson plan outline describing course goals and objectives.

De Anza Community College

The De Anza Community College BVT Program for Electronic Technicians is designed to assist Hispanics with limited English speaking ability to obtain gainful employment in the electronic field.

The program is limited to 48 participants residing in the area of Santa Clara, California. There are two main objectives in the program. First, they seek to provide a transitional BVT program that will allow Hispanics who desire or need training in the electronics field to achieve year-round employment, adjust to changing manpower needs, expand their range of skills and advance employment. Secondly, the program seeks to integrate a job-related ESL curriculum into a BVT program, so that the 48 participants will have the opportunity to benefit from the local electronics job boom in Sunnyvale, California.

El Paso Community College

The El Paso Community College Bilingual Vocational Education Skills Center has been conducting classes to train persons as Industrial Sewing Machine Repair Mechanics, Industrial Sewing Machine Operators, Radio-Television Repair Technicians, Optical Lens Grinding Technicians and Cash Register Managers since 1975 when the College was awarded the first BVT grant.

The Bilingual Vocational Education Skills Center opened on October 13, 1975, and for three years operated under support from the U.S. Department of Education and on grants from the Texas Education Agency. In 1978 the Skills Center was incorporated into the technical and adult vocational education structure of El Paso Community College.

El Paso Community College also operates adult vocational programs at La Tuna Federal Correctional Institution. Programs such as building trades, auto mechanics, dairy production (artificial insemination), meat processing and farm machinery repair are among those implemented at La Tuna.

Little Wound School

Little Wound School is a community-controlled school at Kyle, South Dakota, on the Oglala Sioux Reservation. The BVT program was restricted to Lakota speakers. This in effect made it the first

program to serve full-blooded Indians, who had tended to be excluded from other programs which selected persons who were above rather than below certain criterion levels. As a result, the community was deeply sensitized to both the needs and the capabilities of this less acculturated and frequently overlooked group.

During the first year, the BVT program at Little Wound School provided training in building trades. In the second year it added a component in secretarial skills. During the two years, thirty-four persons were trained in building trades and six in secretarial skills. A total of 40 persons received training, including several who dropped from the program because they secured gainful employment.

Miami-Dade Community College

The Miami-Dade Community College Bilingual Vocational Training Program started in 1977. The purpose of this program was to identify and engage 100 unemployed or underemployed Hispanic citizens of limited English speaking ability in a comprehensive one-year BVT program and prepare them to work as paraprofessionals in the fields of accounting, banking and finance. A bilingual, bicultural approach to occupational training was used to increase trainee achievement in major content areas, increase proficiency in job-related English and develop a positive self-concept. The major aspects of the curriculum design were subject content, language proficiency and instructional support.

SER/Hidalgo Jobs for Progress

The SER/Hidalgo Jobs for Progress Bilingual Vocational Training Programs are designed to provide training in the following six skills areas, in addition to English: secretarial, accounting, auto mechanics, auto body repair, nurse's aide and welding. The program was funded from 1976 to 1979. The federally funded support effort is no longer in progress, but SER/Hidalgo is continuing to conduct bilingual vocational training, serving approximately 230 trainees in 1980.

Instructional strategies being used in this program vary according to the vocational content areas being taught. Translated materials from Mexico are available in some areas, but many materials have been developed or adapted locally.

Operation SER is housed in a building belonging to a local church. Three of the training programs (welding, auto mechanics and auto body shop) are located outside this building.

UCLA Dental Assistants Training Program

This Bilingual Vocational Dental Assistant Training Program has been in operation since 1975 and has graduated 142 students, 80 percent of whom are now employed as dental assistants or in related fields, according to program records. The other 20 percent continued their

education, moved from the area, whereabouts unknown, found other employment or remained unemployed.

Applicants for this program must be bilingual, have a high school diploma or GED, and possess a level of English proficiency adequate to follow the lectures and textbooks which are part of this 36-week program. At the conclusion of the intensive training, it is necessary for the trainee to have speaking, writing and reading ability in English because all necessary examinations for certification given by the American Dental Assistants Association and the State of California are written and conducted in English. Therefore, textbooks and other written instructional materials are in English, as are classroom and laboratory instruction. Nevertheless, instruction in job-related ESL is offered to students who need it.

Successful Strategies and Practices Found in These Programs

Successful strategies and practices of the nine bilingual vocational training programs included in this study are described in this section.

A bilingual vocational training program is to be understood as a job training program using both the trainees' native language and English as mediums of instruction, including the specific teaching of job-related English. It is important to emphasize that a bilingual vocational training program is not merely an English program for

persons of limited English speaking ability. It is distinguished by the extensive use of the trainees' language and the functionally integrated role of ESL. The purpose of bilingual vocational training programs is to train people for jobs and the native language of the trainees is used only as a vehicle to learn job skills. This perspective should be kept in mind throughout the following discussion, even when the use of the two languages is not specifically mentioned.

Program Administration/Management

The management of programs is very complicated, and therefore discussion here must be limited. No single type of administrative structure characterized all of the programs studied; however, some generalizations were possible.

In each of the sites visited, the BVT program director bore heavy responsibility for the success of the program, although the nature of the responsibility differed greatly according to the organizational context of each program. In those programs located in a college or other institutional setting, the success of the program depended heavily upon the amount of higher administrative support and noninterference that the director was able to secure for the program. Such support was important for securing space allocation, cooperation from other units in the institution and supplemental program funding. Indeed, higher administrative support was essential for ultimate

institutionalization of the program. Conversely, noninterference was crucial to prevent trainees from being forced into a standardized academic mold and to retain the flexibility of the program to meet the specific needs of trainees.

Essential to securing such cooperation from the higher administration was:

1) establishing confidence in the operation of the program, and

2) maintaining close communication with administrative superiors. While there were often institutional pressures for conformity, program directors believed that the special requirements of the program could be more effectively defended if the administrative officials were kept fully informed of program activities.

Whether in the institutional setting or the nontraditional organization, the director had heavy responsibilities for establishing and maintaining strong linkages and support among the target minority language group, potential employers and other local businesses and the larger community. These linkages were important for successful trainee recruitment, training and placement. In the nontraditional organization, they assumed greater significance for the acceptance and survival of the organization itself.

In addition to external liaison to various individuals, groups and entities, the director had overall management responsibility, including fiscal responsibility. Maintaining strict fiscal accountability for the program was necessary both to protect the

sponsoring organization and to justify continued funding in subsequent years.

While final decision-making authority for the program was found to reside in the director, most of the successful programs examined here did not operate in a rigid hierarchical fashion. In keeping with their strong sense of commitment, staff members usually worked together as a team and tended to approach decision-making on a consensus basis. The role of the director was crucial in promoting a positive and cooperative working environment within the program, while representing (and if need be, defending) the program and program staff to others.

Besides these general administrative responsibilities, there were many detailed management duties necessary for the successful operation of the program on a day-to-day basis. Formal and informal staff meetings were held frequently, sometimes daily, to share information, make decisions and plan activities. Information storage systems were established and maintained, and periodic reviews of trainee performance were also conducted. Field trips, staff development sessions, Advisory Committee meetings, graduating ceremonies and alumni organization meetings were arranged and scheduled by the administration of each program. Program directors had primary responsibility for filing quarterly reports to the funding agency. In some programs, the "external" and "internal" administrative responsibilities were split between the director and a coordinator, who handled the daily operations and kept the program

functioning smoothly. The precise division of responsibilities varied, but where it existed, close communication between the director and coordinator was essential.

In one program, the counselor was intentionally chosen to serve as coordinator, since it was felt that the counselor was in the best position to observe the real-life needs and situations of the trainees both at home and on the job and to communicate these to the vocational and ESL instructors.

Staff Recruitment

This section discusses staff recruitment and development of the vocational and ESL instructors, the counselor, the job developer and the clerical personnel.

As in most educational programs, success depends largely on the quality of the staff recruited. In the projects visited, three characteristics emerged as most important:

1. Successful staffs were made up of people who genuinely cared for and understood the clients being served;
2. Most, if not all, staff members spoke the language and shared the culture of the clients being served; and
3. Staff members were flexible in their methods and coordinated their efforts with the work of their colleagues.

In sum, the dedication of staff members took the form of sound information about clients and demonstrated a willingness to direct effort toward a well-coordinated program.

Program directors reported that it was difficult to find personnel qualified to work in bilingual vocational training programs. Among the reasons given for this problem were: the lack of bilingual vocational teachers, the few programs preparing BVT instructors, fear of accepting a job that might last only one year, the fact that some programs offered part-time positions only, the lack of BVT instructional materials, or the short period of time between the awarding of funds for the BVT program and the start of the training program.

In all cases, the directors believed that the effort required to recruit qualified staff, particularly those who spoke the trainees' language, was well worth the effort. It assured that instruction could be adapted to meet the needs of the trainees and that every trainee would be able to participate in all aspects of the instructional program.

Some of the directors of the programs visited agreed that the best way to recruit personnel was through advertising, mainly in the same community from which the trainees come. Other directors transferred personnel already available in other programs under the jurisdiction of the sponsor. Still others utilized the community college and university placement offices to recruit teachers and other staff,

mostly recent graduates. Program directors cautioned against filling a vacancy because of personal preference rather than professional competence. It was suggested that the director keep an up-dated list of qualified persons who could be contacted as soon as the program was approved.

When the federally funded Bilingual Vocational Instructor Training Program began in 1978, it became the most direct source of qualified staff. These programs, even though very few in number, have been preparing bilingual vocational training instructors in a variety of occupational areas, such as Chinese chefs, accounting and banking, general health and technology, basic electronics, office occupations and technical and industrial arts. The purpose of these programs is to provide training to meet the critical shortage of instructors possessing both the job skills and the bilingual capabilities required for adequate instruction of people of limited English speaking ability.

Staff Development

Because the concept of bilingual vocational training is so new and different, even the best staff members are in need of staff development. What is heartening is the fact that staff members coming from diverse backgrounds with a wide range of pedagogical skills have been able to teach so well with minimum in-service education. Nevertheless, nearly all programs indicated that they had

benefited from the in-service training organized for them by the U.S. Department of Education.

During the first five years of bilingual vocational training, the following types of in-service training have been provided:

1) Each year, at the beginning of the funding cycle, program directors and ESL teachers were brought together for a two-day seminar. The seminar was called and planned by the program officer at USOE. Costs of attending the seminar were built into the projects' budgets. Topics discussed were project management, planning the language component, coordination, evaluation and assessment. Nationally recognized consultants were invited to lead the seminars, and panel sessions were organized in which staff from longer-running programs shared experiences with staff of newer programs.

2) Bilingual vocational instructor training is an activity funded under the Vocational Education Act of 1976, as amended. This activity has prepared instructors, both on a short- and long-term basis, provided graduate degrees and equipped individuals with training to work as paraprofessionals in bilingual vocational training programs. The instructional program varies from site to site but usually includes instruction in the principles of bilingual education, language testing, appropriate methodology, materials development and awareness of cultural differences.

3) Consultants contracted directly by the projects have conducted staff development sessions in each site visited, tailoring their services to the needs of individual projects. Though few in number, the consultants have taught common principles of bilingual vocational training, thus assuring that basic goals are achieved. Consultants were most frequently requested to lead sessions on language teaching, coordination strategies, materials development, grouping strategies, record keeping, and testing and evaluation.

There is clearly a need for the preparation of more competent instructors if the bilingual vocational concept is to be adopted as the best way to serve limited English speakers. In the visits to the nine BVT programs by the contractor, the following patterns of staff development were found:

1) Workshops conducted at professional meetings such as the American Vocational Association and the National Association of Bilingual Education. The National Academy for Vocational Education has conducted workshops.

2) State and regionally sponsored meetings, which go further than merely providing an awareness of the concept.

3) Study of materials being produced by state and federally funded BVT projects, state agencies, community colleges and business organizations, as well as materials produced in other countries. Professional groups, state agencies and universities are beginning to include useful information about bilingual vocational education in their publications.

4) Visits to successful projects to see first hand how training is actually being done. Direct personal experience in observing a successful program in operation is one of the most effective forms of staff development possible.

One successful staff development strategy identified was used by the University of San Francisco. The U.S. Department of Education funded this program, which provided in-service training to 30 Chinese-speaking and 30 Spanish-speaking vocational training teachers and counselors in accounting and banking, general health and technology. The program sought to produce vocational training teachers and counselors by providing participants with theories and methodologies for imparting BVT education, skills in teaching

particular vocational subjects and methods of teaching job-related ESL. To this end, the Bilingual Vocational Instructor Training Program included formal training in the theory and practice of vocational education, bilingual teaching methodology, job counseling and guidance, the teaching of vocational skills, English as a second language methodology, field practicum, and intensive language training in Chinese, Spanish and English for practical application in BVT situations. Applicants selected for the program had a commitment to the bilingual vocational training of adults and an adequate command of English needed in a vocational setting. They were employed at an adult skills/vocational center or a community college as instructors in vocational areas, counselors or teachers of ESL.

Trainee Recruitment

The nine BVT programs visited for this study never had a problem in recruiting or selecting candidates for the training programs. As a matter of fact, all the program directors interviewed stated that they always had more applicants than available trainee slots. However, the programs differed in the ways that recruitment, selection and course placement were achieved.

During the initial contact with the bilingual vocational training program, requirements and criteria for training were presented and explained to prospective trainees so that they would know whether or not they qualified for the program. This was done in the prospective

trainees' native language. In some of the programs, applicants were screened out during this stage, for such reasons such as inability to attend classes regularly, transportation problems, problems with drugs or alcohol, or their high proficiency in the English language.

The successful recruitment of trainees depended upon effective communication. Reaching the intended audience required innovative means, such as use of the trainees' native language, use of TV and radio and dissemination of information by graduates. The directors of these successful programs strongly believed that the media utilized by the community should be identified and used to reach prospective trainees.

Use of native language as well as English

Since prospective trainees were expected to have little or no English speaking ability, it was all the more important that information about the program be disseminated in their primary language. However, since they might be informed about the program by persons whose English was more fluent, notices also carried information in English. In short, information was disseminated bilingually, explaining the purposes of the program to the community. Other information disseminated included the nature of the training to be offered, eligibility, financial aid, length of training, benefits expected, location and schedule of classes and the contact person for more information.

Use of media to reach the target population

Program directors reported that they tried to provide program information to prospective trainees as directly as possible. Notices were posted on bulletin boards in neighborhood stores where concentrations of the target group lived. Neighborhood organizations and institutions were apprised of the program and asked to distribute printed notices and make announcements orally. Notices were printed in local newspapers published in the language of the target group, and the editorial staff were encouraged to write articles on the program. Radio and television stations carried announcements, in compliance with their obligation to carry a certain amount of public service information.

At the Little Wound School, located in the Oglala Indian reservation in South Dakota, trainees were recruited primarily by word of mouth or by placing notices in the Post Office, the trading post and the school newspaper. The first year there were 114 applicants, almost all of whom were eligible, for only 20 vacancies.

The UCLA Dental Assistant Program used a variety of publicity and dissemination activities. These included news releases and newspaper articles sent to major newspapers in the Los Angeles area (with emphasis on minority publications), letters to community agencies representing and working with the population that the program was designed to serve, advertisements through the UCLA Public Relations Office and the Educational Opportunity Centers (EOCs) located right

in the community where most of the potential trainees with limited English speaking ability were concentrated.

Use of graduates to disseminate information

The study showed that word of mouth was the principal source of information for the majority of applicants to a program. This use of graduates was most effective after a program had operated for at least one cycle and graduates of the program had organized an alumni association. Such an association proved one of the best means of advertising the program in the community and of drawing new applicants in successive years.

In New York City, at the China Institute in America, most of the trainees learned about the BVT program by word of mouth. The program, currently in its fifth year of operation, also advertised in the local Chinese newspaper and radio station.

The Miami program, where Hispanics comprised more than 52 percent of the population in the immediate community, had no problem in recruiting candidates. The Spanish TV and radio stations, local newspapers, community-based organizations, the Latino Chamber of Commerce, human resources agencies, former trainees and the Advisory Committee, including highly respected members of the business community, were used to inform the Hispanic community about the program.

Trainee Selection

After each program had completed the recruitment process, intake and selection of qualified and eligible candidates took place. Programs recruited as many applicants as possible, within reasonable limits, and then applied stringent standards of selection. Standards included selecting persons with the greatest need as evidenced by their limited English speaking ability and lack of training, as well as their motivation and aptitude. When recruitment efforts were successful, there were as many as four applicants for each position available.

Selection procedures usually involved the following steps:

Registration -- If applicants were unable to read or write in their native language or in English, information was obtained through an oral interview. Registration forms were written in the applicant's native or primary language with alternate forms available in English. Background information on citizenship, previous employment and training and public assistance status were secured.

Assessment -- Most programs gave a short paper-and-pencil test to determine English language proficiency, combined with an oral interview to determine an applicant's level of oral English competence. Several tests were in fairly wide use, such as the John Test, which was used by programs dealing with the construction trades. A number of programs used a modified Foreign Service Institute (FSI) rating system, and others used a more informal

approach, before the Bilingual Vocational Oral Proficiency Test was developed specifically for use in BVT programs, under contract with the U.S. Department of Education. Almost all ESL teachers in the nine BVT programs of the study received special training in the use of this test.

It was found that the programs used tests of varying difficulty, depending upon the range of English proficiency required to undertake training in the program. A problem in some programs was that applicants would "fake" low scores on a test in order to be admitted to the program, since those scoring above a certain score on an English language proficiency test were ordinarily excluded from training. One reason for the oral interview was to help reveal such deception. Conversely, lack of previous experience with tests and/or fear of taking tests could cause the potential trainee to score low. The interview helped to clarify the actual English proficiency of the applicant.

Programs which required a moderately high entry level of English because of the language demands of the job (secretary, for example) required correspondingly more detailed information on applicants' English competence than a program which admitted persons with little or no English speaking ability. Within a program, relative differences in English proficiency were used for placement of trainees in different sections.

Personal interviews -- Programs agreed on the importance of interviewing applicants personally and usually involved several staff members in the interview process. Questions were designed to determine commitment and motivation of the applicant, since that was seen as a significant predictor of the individual's probable success in completing the program.

Final selection -- Procedures for selecting trainees differed slightly among BVT programs. One BVT program required a complete staff consensus on all selectees, since in accepting them as trainees, the staff members themselves made a commitment to work with the trainees. In another program, the governing board made all final decisions and required justification from the staff for all recommended choices.

Several alternate applicants were always chosen, since some individuals were unable to proceed with the training. In the few BVT programs which had open entry-exit criteria, alternates were admitted at any appropriate point after an opening occurred in the program.

Those accepted into the BVT program, the alternates, and those not selected received official notification. Alternates were offered preference for admission in subsequent cycles or years, and those with appropriate qualifications who were not admitted were encouraged to apply again at a later time or were referred to other programs. A number of programs reported that they often attempted to help persons not accepted into the program by arranging employment or public assistance for them.

One word is perhaps worth saying regarding the use of the applicant's previous record in choosing participants for the program. Several programs found that applicants with a previous history of failing in other programs and dropping out sometimes did quite well in the bilingual vocational setting. The use of their native language to clarify concepts that the trainees did not understand when taught only in English apparently made the difference.

Program Orientation

Most of the programs studied stressed the importance of the initial orientation provided trainees. Usually, the first day of the orientation process was devoted to an overview of the program and a careful explanation of program requirements and trainees' rights and obligations. A number of programs required trainees to sign a contractual form in which the trainee agreed to abide by program rules and requirements. In some programs former students were invited to speak to the trainees to provide encouragement. On the second day at the China Institute in America, a field trip to a neighborhood restaurant completed the orientation.

As part of preparing trainees for the expectations of the work place, many programs believed that instilling a regard for promptness was one of their most important objectives. At the China Institute in America, students were advised that their stipends would be reduced

for being late by even a quarter of an hour and that more than two unexcused absences would bring a warning of dismissal. The strictness of the rules was intended to prepare the trainees realistically for the demands of the work place, and to help them realize that the opportunity to participate in the program was a privilege which carried with it a responsibility.

Even though all program directors agreed that orientation sessions were extremely important, they carried them out differently. In some programs, the orientation lasted for several hours. In others, it lasted for one to three days. At the Little Wound School Program, for example, a printed set of regulations was given to the trainees the first day of orientation and each rule was carefully explained to them. For the purpose of emphasizing punctuality and regular attendance, this program used a time clock. In the Miami-Dade program, the students learned during orientation about college procedures and requirements, and how they would be divided for classroom instruction. It was during this phase of the orientation that students had to decide whether they wanted to concentrate on accounting or clerical skills. The tutorial program was also explained to them at this time.

In addition to detailed explanations of program operation, the orientation included relevant aspects of American and local culture. It took into account that many trainees had been out of school for a number of years and thus had forgotten the routine which went along with that experience. Some, particularly those who came from

countries with limited educational opportunity, had had little or no schooling and thus were completely unfamiliar with the concept of an organized classroom and a daily schedule of activities. Still others had had a negative experience with school previously and thus brought a low self-expectation to the program. Few had any knowledge of appropriate study habits, and almost none had a clear understanding of the commitment required to complete the program.

In addition, particularly when the trainees were recent immigrants or had lived in a restricted, monolingual environment, they had very little knowledge of the larger social environment or of public services available, such as supermarkets, post office, hospitals, welfare services and public transportation. Some trainees were unable to count and to change money.

This picture will be familiar to anyone who has worked in adult education. However, in the low-income, bilingual social setting, it was enormously complicated by cultural differences and the language barrier. Therefore, the programs visited emphasized that a key concept and watchword for staff throughout the program was encouragement. They understood that it took great courage, dedication, self-discipline and belief for an adult from a different cultural and linguistic background to undertake a training program such as this, and every effort was made to reinforce and encourage trainees every step along the way. Graduates from a previous program were invited to speak to the trainees during the orientation session

in order to share their work experiences and how the training had aided them in their work.

Bilingual Vocational Skills Instruction

In most of the programs visited, instruction began in the native language of the trainees, while job-related English was introduced progressively from the first day of class. The vocational instructor was bilingual and could move from one language to the other with ease. As soon as the basic vocational skills were introduced in the native language and reinforced by job-specific ESL instruction, trainees had the opportunity to put these skills to use in the classroom, shop or laboratory.

The vocational instructor kept a record of the trainees' acquisition of job-related English so that the ESL instructor could begin to introduce vocational concepts in English as soon as the trainees were able to understand them. All programs stressed the importance of continuous coordination between the vocational instructor and the ESL instructor in providing well-sequenced instruction.

Strategies for language use

Several strategies were available for the use of English (L_2) or the trainees' native language (L_1) in the skills instruction component of a BVT program, depending on the balance among certain variables:

- level of trainees' English ability;
- availability of materials in trainees' language;
- language ability of the instructor; and
- English requirements of the target occupation.

The use of English or the trainees' native language often varied within a lesson or program for functional reasons. For example, certain categories of content were usually introduced in the trainees' native language and reviewed in English, while certain types of activities were almost always conducted entirely in the trainees' native language. Figure 1 summarizes some of the strategies regarding language use within the program.

LANGUAGE USE STRATEGIES

Figure 1

Language Use	Conducted solely in L_1	Introduced in L_1	Reinforced in L_2
Names of tools and equipment		x	x
Processes		x	x
Safety languages		x	x
Direction, location, evaluation		x	x
Explanations of effort		x	x
Explanations of concepts	x		
Counseling function	x		
Interpersonal events in training	x		
Interpersonal events on the job		x	x

Several models for bilingual instruction were adapted for use in the vocational class. For example:

1) Instruction was given basically in the native language, but with a gradually increasing interpolation of English terminology, phrases and standard message forms. New information and clarifications continued to be given primarily in the native language, but only if trainees could not understand the instructor in English.

2) The lesson content was previewed in the native language, then practiced in English, after which it was reviewed in the native language to check on comprehension and retention.

3) A summary of the lesson content was provided in the native language, either orally or in writing, while actual instruction was given in English. Individual tutorial assistance was provided when necessary.

4) The native language and English were used interchangeably throughout the program. This was feasible only after trainees had acquired considerable ability in English and flexibility in switching languages.

5) Parallel instruction was given in both languages. Because trainees tended to listen to the native language instruction and "tune out" the English, this method was not recommended.

Since understanding instructional content was always of paramount importance, the native language was always available to assure that comprehension was achieved. Comprehension was never sacrificed to an insistence on the sole use of English. However, trainees understood that they eventually had to move to English.

Vocational training materials written in the trainees' native language were used by most programs, particularly for trainees with lower English ability. One limiting factor was the trainees' ability

to read and write in their own language. If appropriate bilingual materials did not already exist, they had to be created or adapted from existing materials, as many programs deemed necessary.

A great deal of wasted time and frustration resulted if English reading materials were forced upon the trainees beyond their ability to comprehend. However, as trainees gained ability to read English in the ESL class, they were given vocational materials to read in English which were commensurate with their reading comprehension level. Great care was taken in the selection of materials, since most vocational texts are designed for native English speakers and presume an advanced knowledge of the language as well as considerable cultural familiarity.

Since the purpose of a BVT program is to help trainees ultimately to function in a predominantly English speaking environment, some English is necessary during vocational skills instruction. However, program instructors emphasized that deciding how and when to use it was a matter requiring care and sensitivity on the part of the instructor.

A useful practice was for the instructor to introduce English technical terms as they appeared during the course and, once they had been explained, to continue using them even when speaking in the trainees' language. Thus, a construction trades instructor used the word <u>brick</u> instead of <u>ladrillo</u>, or <u>heater</u> instead of <u>calentador</u>, after the English term had been introduced.

These English words appeared in a simple English sentence which illustrated an occupational concept or useful English structure used in the target occupation. The effect was to accustom trainees gradually to hearing, understanding and using these terms rapidly and automatically.

The vocational instructor coordinated closely with the ESL instructor so that, as new structures and usages were introduced in the English class, they were practiced and reinforced in the vocational class. Of particular importance were standard message terms used on the job. For example, "Hand me that nail," "How much does that cost?" or "I want this by 5:00 o'clock" were phrases that had to be learned so that they would be thoroughly routine by the end of the program.

Considerable attention was given to basic safety language, both written (such as Warning - Flammable Liquid) and spoken (such as Watch Out! Duck! Don't Touch That!), since these would most likely be unfamiliar to trainees. Because such warnings and instructions often required fairly automatic reactions and not just a passive familiarity, they were practiced jointly with the ESL class to give more opportunity for learning.

As the trainees' English ability increased, they were encouraged and pressed to practice their English in the vocational class. This was done by gradually getting them to ask questions in English whenever they could and by always requiring them to use English terms for objects once those terms had been introduced. Standard message forms were always in English. Safety signs were written both in the

trainees' native language and in English to assure that trainees understood and were able to avoid injury.

Whenever English was used, the instructor carefully monitored the trainees' comprehension to make certain that they understood. If they did not, it suggested that: 1) they were unfamiliar with the content, vocabulary or sentence structure, or 2) they lacked sufficient practice to process the language at the rate it was spoken. Depending on the source of the difficulty, the instructor:

- explained in the native language first, then reviewed in English; or
- repeated the English more slowly and/or said it several times, allowing time for information processing.

Comprehension was monitored by asking periodic check-up questions or requiring appropriate responses to directions. A convenient and pedagogically effective means was requiring quick translations. Care was taken not to outpace trainees' growth in comprehension ability. On the other hand, the instructor placed some pressure on trainees to comprehend English so that the vocational class did not become a refuge from having to cope with the English language.

Program instructors warned that English speaking ability should not be confused with comprehension. Trainees' ability to understand a language generally grew faster than the ability to speak it. The instructors placed emphasis on developing the trainees' competence to deal with those elements of production or comprehension which were

likely to be important in the work place. Here again, the vocational instructor collaborated closely with the ESL instructor toward a common goal.

Even for trainees with an advanced level of English ability, there remained a need for use of the native language in vocational instruction. First of all, use of the native language had great symbolic and affective significance for the trainees. It helped to create a climate for learning in which the trainees knew that their native language was legitimate, and was available as a means for acquiring knowledge and securing assistance. At the same time, use of native language terms (even when these were not known by trainees and had to be learned) had the positive effect of strengthening the trainees' bilingualism and enhancing their learning. In the programs studied, the use of the native language was undoubtedly a significant factor in holding and motivating trainees who would otherwise have become discouraged and would have dropped out.

Job-Related ESL Instruction

Three facts emerged from the study of successful practices in bilingual vocational training programs:

1. The need for job-related English as a second language training must be recognized;
2. ESL training must be functionally tied to vocational training; and

3. Audio-lingual and non-job-related ESL training were unsuccessful in the bilingual vocational training setting.

Job-related ESL instruction has been the center of attention during the last five years due to the fact that little or no attention had been paid to the specialized content of vocational training and the particular communication needs of LESA trainees. Review of reports from these project directors of federally funded BVT programs indicated that the instructional techniques and methodologies used by ESL instructors were not completely understood. A major problem facing ESL teachers in BVT programs was the failure to understand the coordinated efforts of both the ESL teacher and the vocational instructor. Project staff stated that special techniques, methodologies and materials were needed in bilingual vocational training programs to assure that the ESL instruction was job-specific.

Traditional ESL methods and materials were not successful in the BVT context. Therefore, the role of functionally integrated ESL, or job-related English, in a bilingual vocational training program required considerable creative development. Many of the programs included in this study had begun with a traditional ESL treatment and had found it unsatisfactory. As a consequence, they had to develop ways of relating ESL instruction closely to the vocational component, with much more successful results.

In the nine bilingual vocational training programs studied, the vocational and ESL instructors worked together toward a common goal: preparing a person to function competently and effectively at a job in an English speaking environment. The ESL instructor's role was primarily in a support capacity, but the vocational instructor and the job developer/counselor also shared the responsibility for helping develop trainees' English proficiency, an important part of their job readiness.

The purpose of this section of the monograph is to point out successful strategies that show how the ESL teacher developed job-specific English with the vocational teacher and to explain procedures by which the ESL teacher incorporated job-related English being used in vocational classrooms into the ESL class as reinforcement in the BVT program.

The following ten conditions and practices were found to produce the most successful integration of ESL and vocational instruction in the nine BVT projects studied:

1. The ESL instructor was:
   - bilingual;
   - trained and experienced in ESL methodology;
   - flexible;
   - able to modify and create methods and materials; and
   - cooperative and team-oriented.

2. The ESL instructor regularly observed vocational classes in order to learn as much as possible about the skills being taught.

3. The ESL instructor and counselor-job developer visited potential job sites to observe working conditions and functional language use in actual settings.

4. The vocational instructor visited ESL classes periodically to observe and learn about methods and materials.

5. The ESL and vocational instructors met together regularly (daily or several times a week) to plan and coordinate classroom activities.

6. The ESL instructor used the trainees' native language in class, whenever necessary, to explain, clarify, check comprehension and conduct translation activities.

7. ESL instructional content was meaningfully related to the vocational class content and the eventual functional needs of the work place.

8. Minimum attention was given to pronunciation and grammar, particularly at lower English ability levels, and maximum attention to vocabulary and functionally important verbal routines and message forms (especially safety language); pronunciation practice was not effective with adults.

9. Reading in job-related English was introduced as early as possible both as an important skill in itself (e.g., for reading vocational manuals) and as a reinforcement for oral practice; writing and/or typing were used as appropriate.

10. Instructional activities in ESL reinforced vocabulary and conceptual learning of the vocational class. Audio-lingual "pattern practice" and "memorized conversations" were reduced to a minimum and used only when meaningful.

These ten steps to effective ESL instruction represented a convergence of practical experience and theoretical research and contradicted several older, now discredited, practices which were

characteristic of audio-lingual ESL. Some of these differences are listed in Figure 2 on the following page.

The audio-lingual ESL approach arose out of a behaviorist learning theory which rejected or minimized cognitive supports, such as the use of the native language, and assumed the learner began with a blank slate. It also reflected the linguistic theory of its day, which was more concerned with the sounds of speech than with meaning. The functional approach presented here, however, recognizes the existing knowledge and experience of the adult learner (including knowledge of a language) as a foundation to work with and build upon. In addition, it incorporates more recent perspectives in linguistics and second language research, including the realization of the influence of affective factors on learning.

The programs studied adapted English to meet the special needs of bilingual vocational instruction by making the ESL curriculum, course content, materials and teaching materials relevant to the job for which the trainee was being prepared. In designing the curriculum and throughout the implementation, the staff was aware of the linguistic, cultural and academic differences of the trainees. Some trainees came to the program with a good academic background from their native countries, but there were others who could not even read in their native language. Many had some degree of English proficiency, while others were completely illiterate in English. These basic differences, along with the type of occupation for which

Figure 2

COMPARISONS BETWEEN AUDIO-LINGUAL AND JOB-RELATED FUNCTIONAL ESL METHODOLOGIES	
Audio-lingual ESL	Job-related Functional ESL
a) Pronunciation emphasized; extensive drill on "minimum pairs" (words distinguished by one sound difference).	a) Pronunciation de-emphasized; recognize that adults rarely completely master pronunciation of a second language.
b) Grammar emphasized; presented inductively (little explanation); used as basis for curriculum sequence.	b) Grammar de-emphasized, especially in early stages; presented cognitively. Recognize adult learners usually simplify grammar at first. Curriculum based on functional needs and program content.
c) Vocabulary minimized; tightly "controlled" to relate to sequence of topics in book.	c) Vocabulary emphasized; related closely to vocational content and learner needs.
d) Practice based on memorized dialogues; drill on grammatical "patterns" out of context.	d) Memorization eliminated or minimized except for formulas; drill based on meaningful communicative exchange.
e) Native language rigidly excluded; teacher usually not speaker of native language.	e) Native language used as instructional tool to emphasize comprehension, importance of meaning; teacher bilingual, if possible.
f) Reading/writing often delayed or omitted; emphasis on speech.	f) Reading/writing introduced only if needed for the particular job.
g) Self-contained class and curriculum; little interaction with other teachers or instructional components.	g) Class and curriculum closely articulated with content and activities in vocational component; ESL teacher learns vocational content.

they were being trained, had to be kept in mind when dealing with their individual needs.

In planning and developing job-related English, opportunity was given to include activities where the trainees' culture was contrasted with the American culture so that the students could see the differences as well as the similarities between the two. It was pointed out that what might be considered appropriate behavior in one culture might be unacceptable or inappropriate in another.

Because of the limited time frame for vocational training of LESA job seekers, the ESL teacher included within the course of study only the grammatical structures, pronunciation patterns and lexicon needed in order to perform effectively the tasks of the occupation.

During the preparation of the curriculum, both the ESL and vocational teachers coordinated how and when to introduce and coordinate the jo-related English language and the vocational skills. Study of these programs revealed nine steps in adapting ESL to vocational skills. Adaptation strategies were included in the early planning and organizational meetings as well as being a dynamic ongoing process throughout the instruction. During the training program, these strategies were not only implemented but were modified as needed to attain maximum success. The nine steps were:

1. Specifying the vocational terms, expressions and words needed;

2. Specifying job skills and tasks demanded for the job;

3. Listing all of the essential elements of English to be learned in the course;

4. Combining the essentials of English with the job skills;

5. Defining strategies to be followed;

6. Developing teaching techniques which best implemented the strategies decided upon for the course, such as bilingual vocational instruction, individualized instruction, peer group learning and tutoring, role playing and other learning activities (field trips, on-the-job practice);

7. Selecting materials;

8. Designing and implementing procedures for establishing strategies for documenting learner progress; and

9. Providing all assistance possible to ensure that the trainees found adequate employment to use their new language and vocational skills.

The procedures by which the ESL teachers incorporated job-related English were outlined in the curriculum and documented by the instructional materials used. To the extent possible, the materials reflected appropriate use of the students' two languages and were shared by both the vocational and ESL teacher. Because of the trainees' limitations in understanding spoken and written English, audio-visual materials and activities such as video-TV, movies, slides, filmstrips, transparencies, tape recordings, telephone training and posters were used to support instruction. Materials adapted or developed for the program were at the trainees' academic level, not too advanced nor too simple.

When ESL teachers were asked to name the most important strategies and procedures in teaching ESL to LESA trainees receiving BVT, they responded:

- keep explanations as simple as possible; and
- develop survival units (how to get along in the new work environment, or in the new city).

The ESL instructors discovered that there was never room for dogmatism in language teaching. Adaptability was crucial. What worked well in one BVT program did not necessarily succeed in another. Staff monitored the success of new as well as supposedly "tried and true" practices and added, dropped or otherwise modified them as the needs and progress of the trainees dictated.

Advisory Committee

In the planning section of this monograph, the importance of an advisory group and how it should be selected will be discussed. In this section, the discussion will be limited to the usefulness of the advisory committee in meeting the objectives and goals of the training program.

The Advisory Committee of the Miami-Dade Community College Program, which included business people, was one of the most impressive, effective and supportive groups of those interviewed for this study. Under the Committee's initiative, unnecessary courses were dropped

from the curriculum and relevant courses were added, according to what was more beneficial to the trainees after completion of training. Their involvement in recruiting prospective employers, reviewing the content of the curriculum, and discussing matters affecting the training program with the college administration were part of the responsibilities of this group. They recommended, for example, the idea of figuring and reporting the amount of taxes paid by the graduates during their first year of employment as a way of showing how the money provided for the training program could be paid back by the trainees.

The project staff of the Miami-Dade Community College Program met on a monthly basis with the Advisory Committee to maintain contact with community needs and to elicit help from them during the placement phase of the program.

At the UCLA program, the Advisory Committee exerted a great deal of influence on the training of dental assistants. The committee, formed by distinguished dentists and persons from the community, was actively involved in designing the curriculum for the program. Their role was to serve as liaison with the community and to provide recommendations. They were officially recognized by the UCLA School of Dentistry and were able to lecture staff and trainees and make specific recommendations to the program, including suggestions for improving the physical plant.

The advisory committees in some of the programs visited were useful in different ways, such as providing advice and evaluating program services and activities, recommending changes as deemed necessary, identifying vocational, employment and training needs and monitoring the overall program so that a consistent, integrated and coordinated approach was utilized to meet the needs of LESA trainees in the community.

Curriculum Development, Materials Selection and Instruction

Curriculum development for successful BVT programs began as soon as the need for training was identified. The development and adaptation of educational materials took into consideration the academic level of the trainees. It was important that the instructors, as well as the rest of the staff, were aware of the contents of the curriculum and of its objectives. Project staff found that it was essential to develop the necessary training materials, because there was almost no instructional material directed toward bilingual vocational training programs.

These instructional materials reflected appropriate use of the students' two languages and covered such topics as safety language, vocational skill processes, task analysis, identification of tools and equipment, work reports, inventories, materials orders, trade manuals, parts and technical manuals. The programs avoided development or use of inappropriate instructional materials, such as

overuse of a textbook, or translations of materials not being used. In most of the programs, the instructional staff, guided by the program director or a curriculum specialist, searched carefully to find the best instructional materials available in the market, such as: audiovisual materials, manuals, workbooks, guides and other materials that would support instruction in both languages. In many instances, materials had to be developed locally in order to reflect local job conditions due to the lack of available commercially produced materials.

A good practice observed in some of the programs visited during this study was utilization of the team approach to develop needed materials. Usually the vocational and ESL teachers in charge of the instructional component of the program had the responsibility of planning together to identify the specific language of the job-related area being taught. Realistic and essential literary skills needed for the vocational area were incorporated into the curriculum and reflected a parallel sequence of vocational skills and language related to the skills. In order for the ESL teacher to utilize the identified vocational language, frequent visits to the vocational classroom, shop or laboratory were indispensable. The teachers thus became aware of which component of the instructional program had to be taught first and by whom.

In successful BVT programs, the instructional materials and the curriculum as a whole reflected an awareness of dialect differences and of the trainees' culture. Cultural patterns to be clarified were

clearly identified in the curriculum. In the curriculum and other related activities, cultural variation was presented in contrast to the traditional culture of the trainees. The BVT instructors observed never "talked down" to a trainee because the trainee was of limited English speaking ability. They did, however, simplify the language without "watering down" the content.

In order to promote the coordination and integration of program components, certain activities were encouraged, such as: staff members meeting regularly for planning, attending each other's classes, jointly discussing the progress and problems of individual trainees, or using a common form or system to regularly report achievements from each component. In effective training programs, the vocational, language and counseling components were found to share a common set of objectives.

In programs housed in colleges and universities where textbooks were selected by the school, negotiations between program staff and school officials were necessary in order to select textbooks and other materials appropriate for the limited English speaker. Consideration was given to what courses were to be taught first. At Miami-Dade Community College, for instance, it was found useful to teach, during the first quarter of instruction, a course in Psychology of Career Adjustment in order to develop a positive self-concept and to provide skills necessary to survive in the world of work.

At the UCLA Program for Dental Assistants, a high correlation was discovered to exist between the refinement and completion of a successful curriculum and the retention of the staff for a long period of time. Over its five years of existence, the program developed a comprehensive curriculum in which the theory and practice necessary to carry out the occupation of dental assistant was successfully taught to the trainees. At the beginning of training, students received a complete overview in writing of what the training was going to include. This program was also very successful in utilizing the advice of the Advisory Committee and the assistance of the Accreditation Commission of the American Dental Association to develop the curriculum. The staff was inspired and dedicated in developing instructional materials such as educational games, puzzles, handouts, diagrams, study guides, dialogues, vocabulary lists, pretests, posttests, midterm and final examinations, tools, reading exercises, formulas, quizzes, information procedure and evaluation sheets, overhead transparencies and other instructional materials that were very useful during the training. A noteworthy element of this program was the diversity of evaluation sheets developed by the staff. These sheets permitted frequent, almost daily, monitoring of student progress so that trainees' instruction could be adjusted to address and readdress those areas where more attention and emphasis were needed.

An important aspect of this bilingual vocational training program was clinical practice. The students were introduced to a practical internship which consisted of experience in a private dental office

and in the UCLA Dental Clinic. During the clinical assignment, the trainees kept a daily log of their specific experiences. The trainees specified the age and sex of the patient, the nature of the service rendered and the trainee's extent of participation in the procedure. The dentist signed the student's log sheet and made comments relating to trainee performance.

Another significant part of the UCLA program was office management. In this course the trainees learned how to handle routine administrative responsibilities of a dental office. This course included basic bookkeeping procedures, telephone and letter writing techniques, efficient appointment scheduling, insurance forms and the initiating and completion of financial arrangements.

At the Little Wound School BVT program, the Lakota language of the Oglala reservation was used as much as possible in courses and particularly in counseling sessions and informal settings. Program staff emphasized the importance of pride and stated that the use of the trainees' native language was especially signficant in developing a positive self-concept and a positive attitude toward their participation in the world of work. As an indication of success, the attendance rate was 87 percent, a level not previously encountered in other programs on the reservation.

In the Lakota language, there were no words for tools used in carpentry, and as a result, English terms had to be used. The

trainees decided to find or create terms in order to provide a means for referring to them in Lakota and to contribute to the Lakota vocabulary. In the secretarial program, a Lakota typing element was developed for use on the IBM Selectric, and trainees were given some experience in typing in Lakota. A typing manual was also developed containing as much Lakota as feasible.

As part of creating a sense of responsibility for task completion and for good work habits, a daily report form was used on which trainees were required to record each day's work or "job." Equipment for the program was purchased by the school, and trainees were required to check in all tools and clean the shop before they could "clock out."

Trainees voluntarily agreed to have $5.00 a week withheld from their stipend, and at the end of the program they were taken to a hardware store in the nearest city to select and buy their own tools; a 20% discount was obtained from the hardware store management. This discount was not only highly motivating but also enhanced the trainees' employability, since it was important for carpenters to have their own tools.

Realistic hands-on work gave the trainees practical experience from the beginning. The first year, they remodeled the school basement so that an unpleasant setting was transformed into a comfortable, attractive, usable area. The second year they built, from the ground up, a geodesic dome and shingled it. It now houses the Teacher Corps program offices. At the end of the program, graduates were presented

with a certificate and chose one trainee to receive a "golden hammer" award.

In addition to regular training and counseling activities, motion pictures were shown once a week, on such topics as alcohol abuse. Films were obtained free from the state library. Assertiveness training was included in various components of the program and was felt to be very important, since the usual cultural pattern was for an individual to withdraw or leave the job if criticized by a supervisor.

Another successful program with a well-designed curriculum was the Bronx Community College BVT program, where Hispanics received training in building trades. Teachers and trainees in this program followed the guide, "The Housing Maintenance and Repair Training Manual," produced by the program. This guide was translated into Italian and Spanish and included general carpentry, plumbing, boiler and heating maintenance, electrical repair and pest control. Each vocational area was taught under a separate module of instruction, consisting of:

- A description and use of tools;
- Basic repair annd management;
- A list of complete tools sets for superintendents and handymen (quantity, name and size, brand);

- Safety procedures;
- Definition of terms for carpentry (windows, doors, frames, walls, floors, ceilings), ceramics, sheetrock, plaster (mixing materials and patching procedures);
- Diagrams showing tools, measurements and parts; and
- Checklists and charts.

There was no doubt that staff experience and dedication in teaching were two of the factors resulting in the success of this training program. Teachers used a variety of materials and strategies to help keep students involved in learning. Older trainees were observed helping younger trainees in the vocational shop. Both the ESL and the vocational teachers used the same instructional materials and visited each other's classes. As the ESL teacher pointed out, "Initially I didn't know the vocational language, but now I'm an expert." Job-related language and safety were stressed throughout the training. Because of the importance of safety in a training program like this, a handbook for skills and emergency procedures was translated by the program staff.

Some materials, such as blueprint reading, had to be developed for the program. Instructional materials were highly pictorial, and transparencies, films and other media were used constantly to support instruction.

Curriculum development was a major thrust of the BVT program at El Paso Community College Bilingual Vocational Education Skills Center.

Efforts to develop and implement new occupational programs and to initiate a bilingual curriculum development component as an integral part of these programs were underway from the beginning. Efforts were also made to secure instructional materials in Spanish. Letters were sent to industries requesting catalogs, instruction sheets or translated manuals. Most of the information received was useful and was ultimately incorporated into the program of instruction.

Each curriculum or instructional design project had an Instructional Development Team assigned to it. The team consisted of the developer and a group of support people who were chosen to provide expert assistance. Other members of the Instructional Development Team included a peer reviewer (usually another instructor from the same discipline), the educational development specialist, the library director, the audiovisual department director, and other specialists required by the nature of the subject matter.

Counseling

A major problem in adult vocational training programs is the high dropout rate brought on by lack of success, frustration, discouragement, problems of adjustment and personal or family difficulties. By contrast, bilingual vocational training programs included in this study reported high retention and completion rates of trainees. In one program, trainees came to class even when a blizzard had closed the school. Trainees of the China Institute in America walked nine miles each way for two weeks to attend classes during a transit strike that had stopped all public transportation.

Such exemplary commitment did not come about accidentally. Program directors and staff were virtually unanimous in attributing success in trainee retention to the central importance given to counseling in the program. "Counseling" must be understood here to embrace something much broader than the traditional concept. It included not merely employment and personal advising, but such things as intervening with landlords to have roofs repaired, arranging for babysitters, taking children to doctors when they were ill, helping trainees secure food stamps or make consumer complaints, and working out alternative transportation or changing class schedules when bus schedules changed. Counseling thus embraced all of the trainees' needs which might have affected participation and achievement in the program.

While most programs had at least a part-time counselor position (usually combined with an instructional or job development position), counseling was typically provided to some degree by most members of the staff. Thus, counseling was an integrated part of the program and reflected the degree of commitment typically found among the staff of successful BVT programs. Staff members not only spent extra hours helping trainees outside of class but were available around the clock to provide advice and assistance whenever needed.

The use of the trainees' native language in the counseling process was an essential key to its success. The identity of the counselor as a member of the trainees' cultural group was undoubtedly

significant as well. It helped create an atmosphere of trust between counselor and trainee, and the cultural knowledge of the counselor provided a unique advantage in understanding the problems of the trainee.

Depending on the subject and purpose of the counseling session, counseling was carried out in different ways. Orientation, assertiveness training and employment/career counseling were carried out with the entire class, whereas role playing and field trips were in smaller groups. However, a great deal of personal counseling was always of an individual nature.

In order to advise and guide trainees properly, the counselor needed as much information as possible about each trainee's background. Such information included the person's academic and personal background, previous work or training experience, how long and where the person had resided in the U.S., and attitudes towards types of work. The counselor also received test results and information on trainees from instructors in the program and was responsible for filing this data and maintaining confidentiality of the records. Counselors interviewed were unanimous in stressing the importance of confidentiality in building and maintaining trust in their dealings with the trainees.

Vocational counseling was found to be a critically important component of bilingual vocational training. Although program applicants were usually screened to eliminate those who were only

interested in stipends or who showed low motivation, even the most highly motivated trainees were often lacking in the kind of experience which would have provided them with a realistic understanding of the world of work. Vocational counseling typically included information on such topics as:

- job seeking skills;
- job applications;
- job interviews;
- employment forms;
- securing credentials;
- salary and fringe benefits;
- income and social security taxes;
- work habits;
- work standards;
- personal appearance;
- promptness;
- telephone and other work-related communication patterns;
- illness and hygiene;
- relations with supervisors;
- relations with co-workers;
- attitude toward work;
- courtesy and cooperation;
- absenteeism;
- strikes (when relevant);
- termination procedures;
- discrimination complaints;

- sexual harassment; and
- workmen's compensation insurance.

How the above topics were treated varied according to the particular occupation(s) dealt with in the training program and the cultural background of the trainee. Thus, personal appearance and illness and hygiene assumed different types of importance in training programs in construction trades, nursing, food handling, or para-accounting. The staff reported that this contributed a great deal to trainees' self-image and motivation.

The counselors interviewed indicated the importance of understanding cultural norms for which the employee could be fired, those for which an employee could expect unpleasant or hostile reactions from supervisors or co-workers and those for which the trainee could be subject to ridicule. The following cultural and work-related concerns formed part of the counseling components reviewed:

- greetings and leavetakings;
- attitude toward teaching/learning;
- manners;
- interpersonal language;
- receiving/giving criticism;
- dress;
- proxemics;
- handling time (pacing in general);

- doing one thing or several at a time;
- silence or noise;
- voice level;
- non-verbal learning styles;
- questioning;
- receiving/giving directions;
- diet and eating habits;
- friendship patterns;
- male-female interactions; and
- expressions of gratitude, sympathy, concern, laughter responsiveness.

It was found that an effective counselor had a system of transmitting information about student problems so that confidentiality and privacy were respected. The counselor was involved in the process of interviewing and screening applicants with vocational interest and aptitude. The degree to which a candidate appeared able and willing to learn the necessary skills was important in identifying persons likely to benefit and succeed. The counselor, when not providing direct counseling to the trainees, spent time identifying jobs within the community and was aware of specific problems involved in finding prospective employers for the trainees.

Counselors pointed out that government agencies, professional societies, trade associations, labor unions, ccrporations and educational institutions make career and vocational information available upon request. Names and addresses of organizations that

publish career and vocational information are in directories in library reference sections.

Counselors stressed the importance of assessing these vocational reference materials, the date and source in particular. Material more than three years old may contain obsolete or even misleading information regarding employment outlook, earnings and training requirements. The source of vocational information is equally important because it can bias the information presented. Although some occupational information materials are produced solely for the purpose of objective vocational guidance, others are produced for purposes of recruitment.

Counselors and job developers played an important role in providing vocational or career information. They were able to find vocational testing and counseling information in the following places:

- guidance offices in high schools;
- career planning and placement offices in colleges;
- placement offices in vocational schools;
- counseling services offered by community organizations, commercial firms and professional consultants;
- vocational rehabilitation agencies; and
- job service offices affiliated with the U.S. Employment Office.

Counselors who requested any information from a counseling agency checked the reputation of that agency with other professionals in the field. Personal contacts were important. Talking to people within an occupation was one of the best ways for them to learn about an occupation. Most people were glad to talk about what they did and how well they liked their jobs. Counselors and trainees went out and questioned workers about their personal experiences and knowledge of their field. By asking the right questions, a counselor or trainee could find out what kind of training was really important, how workers got their first job as well as the one they were presently in, and what they liked and disliked about the work. These interviews and contacts served several purposes: the counselor and the trainee got out into the business world, they learned about an occupation and became familiar with interviewing techniques and they met people worth contacting when the counselor started looking for placement of graduates.

State occupational information coordinating committees have recently been established. These committees can help the counselor or the trainee find vocational and career information tailored to the job situation in a particular state or area (see Appendix).

Job-Related Cross-Cultural Training

Trainees came not only from different language backgrounds but from different cultural backgrounds as well. Depending on whether they were American Indians, recent immigrants, or long-time residents, their cultural patterns were of greater or lesser proximity to mainstream, middle-class American culture. Just as these trainees learned to function in a second language, they also learned to function in a second culture.

Feelings of frustration, powerlessness, futility and inappropriateness of initiative undermined trainees' chances for success and as a result became the focus of attention in the BVT programs visited. Recent immigrants who had been accustomed to functioning fully and successfully in another linguistic and cultural environment were deeply frustrated and depressed by their inability to do so here. Others who had lived here longer or had grown up here were profoundly discouraged about the possibility of ever being other than unfortunate victims of circumstance. Still others, for cultural reasons, were very fatalistic, accepting whatever advantage or disadvantage befell them.

Cross-cultural training began with an awareness of the cultural patterns characteristic of the trainees' background. Two caveats were in order for counselors when approaching the subject of cross-cultural training:

1. What we call "culture" is a statement of socially shared patterns; every member of a group is an individual, and may or may not share all of the culture of the group. Stereotyping was therefore avoided at all costs. Although staff members came from the same linguistic and cultural background as the trainees, they also were individuals and were unfamiliar at times with some aspects of the trainees' culture.

2. Much of culture is subconscious and not readily brought to conscious awareness. Identifying cultural patterns which caused cross-cultural difficulties required careful analysis; merely being a member of a cultural group did not automatically endow the counselor with ability to consciously identify cross-cultural differences.

One way for the counselors to identify cultural patterns of behavior causing communication problems or conflicts was to interview employers or personnel directors who had dealt with members of the trainees' cultural group and, similarly, to interview persons from the group who had experience with the world of business and industry. Topic areas which counselors examined for sources of potential cultural misunderstanding or conflict included:

- Family composition and organization;
- Traditional roles and role expectations;
- Patterns and constraints in interpersonal interaction;
- Typical communication patterns and attitudes;
- Religious beliefs and observances;
- Practices and patterns concerning health hygiene;
- Standards of dress and concepts of modesty;
- Holidays and celebrations;

- Educational methods and practices;
- Attitudes regarding work, competition and cooperation;
- Beliefs and practices concerning time and space; and
- Concepts and attitudes regarding life-chances.

These categories suggested areas to consider for possible differences between the culture of trainees and mainstream American culture or the special subculture of the work place.

Certain cultural patterns which were seen positively by employers might seem dysfunctional for the employees who would practice them and were addressed as part of cross-cultural training for the work place. Some Asians and American Indians, and women from a number of societies, were likely, for cultural reasons, to be relatively quiet and exceptionally conscientious about their work. In addition, they were often easily intimidated. This led employers at times to take advantage of them, knowing that they would not complain about unpleasant working conditions and long hours. Problems with co-workers arose as well. In one situation, fellow employees became resentful of a graduate who was so dedicated to his work that he refused to take coffee and lunch breaks which had been negotiated into a union contract.

Several programs developed an assertiveness training component to help trainees deal with these and related problems, such as being shamed or frightened and quitting when subjected to harsh verbal

criticism by an employer or supervisor or to teasing, bias or harassment by co-workers or others. Trainees were taught how to respond to such situations in role-playing activities. In addition, they were taught their legal rights as employees, how to appeal unfair decisions and how to file complaints if they were discriminated against in hiring, promotion or working conditions, or if they were subjected to sexual harassment.

Most of the program directors included in this study agreed that this type of survival training was a successful strategy. Because of the language barrier, the recency of trainee's arrival, or the difference in cultural background, many trainees were unfamiliar with basic services, both public and private, and how to utilize them, as well as how to protect themselves from exploitation. Typical topics covered in survival training included:

- Emergency aid (police, ambulance, fire);
- Public transportation (getting around);
- Post office (parcels, money orders, international mail);
- Utilities (electricity, gas, telephone);
- Public health services;
- State employment agencies;
- Welfare agencies (public and private);
- Schools (for trainees with children);
- Internal Revenue Service, taxes, and how to pay bills;
- Laws, courts and legal services;
- Supermarkets and shopping;

- Banks and loan/credit agencies;
- Citizenship and voting;
- Driving laws and licenses;
- Owning a car;
- Family planning agencies;
- Library resources and services; and
- Adult education opportunities.

If any agencies or institutions connected with the above topics provided bilingual services, this information was given to the trainees. The survival training included films, slides, talks by agency representatives, and field trips. Survival training activities preferably made considerable use of role playing, since lectures alone were usually insufficient to give trainees the confidence needed to deal successfully with particular agencies or situations. As a result of survival training, many trainees were stimulated by their experience in the program to complete their formal education requirements through the GED or to take further advanced work in college or at specialized training schools. To encourage further educational experiences for trainees, the programs provided trainees with information on opportunities available, including the possibility of securing government loans or minority scholarships.

Linkage Activities

One of the most effective and successful strategies found in the programs visited in this study was the support network involving business, industry and the community in general. This effective linkage had considerable impact on the success of program components such as recruitment, on-the-job practice and job placement. The high placement rate in most of the programs and the satisfaction expressed by the employers interviewed were examples of the positive results of bilingual vocational training.

The careful job of following up and maintaining direct contact with former trainees and their employers, through mail, telephone or, more importantly, through personal contact, was an important step in securing support for the programs. The advisory committee had a great deal of input in establishing linkage activities with the community. Some programs engendered community support through public announcements, open meetings and inviting employers and community leaders to observe the program in operation and to talk to trainees. One employer expressed satisfaction when asked to help the program decide on training criteria and to speak to prospective employees.

Another successful technique in informing the public about the program and in establishing linkages and working relationships with other programs and agencies was through publicity and dissemination

activities such as brochures and news releases to various schools, agencies and organizations. Also, submitting articles about the program to journals and magazines of professional organizations was a very effective technique.

On-the-Job Practice

The on-the-job practice component within BVT was found to be an area that needed much planning and coordination. It was an area that was often overlooked without considering all the benefits that could be obtained from it. On-the-job practice could be a satisfying or a dissatisfying experience, depending on what both trainees and employers obtained from it. It was in this critical contact with the world of work that trainees had the opportunity to put into practice the theories and job-related English learned in the classroom. The following are areas that were considered while implementing this important ingredient of BVT:

Initial contact with employers -- The initial contact with employers was carefully planned to avoid any later misunderstandings. Contacting employers ahead of time gave them the opportunity to plan with their supervisors the tasks and activities in which trainees could best be involved and/or initiated.

Introducing the trainees -- Trainees were introduced by the counselor/job developer, the vocational teachers or the program director. The trainees were informed of the work environment, the appropriate clothes to wear and their responsibilities to the

employer, e.g., to whom to report, number of hours, arrival time, whom to call in case of illness or emergency, etc.

Length of time -- The length of time of the on-the-job practice depended on the complexity of the job and the time offered by the employers. The employers agreed on the length of time offered to the trainees. A written document specifying the employer's approval of the length of time and the nature of the work was highly desirable in most cases.

Trainee readiness/entry criteria -- The trainees were expected to be able to carry out the duties and responsibilities of the job with minimum supervision. It is important to remember that it is the responsibility of the training program to teach the necessary entry level skills to the trainees. Employers and supervisors sometimes lacked the time to teach the trainees skills related to the job. In most of the programs, trainees were able to meet with program staff during on-the-job practice to discuss their experiences, problems and accomplishments, to update skills (including language skills), and to discuss issues and matters that were not covered during the training program but were part of the skills necessary to carry out the job responsibilities.

Monitoring on-the-job practice

Monitoring on-the-job practice determined whether the trainees were capable of handling the different tasks associated with the job and how successful the training program was in providing the job vocational and language skills. Program directors observed that, although a trainee might be an expert in theory and a successful

apprentice in the simulated shop or laboratory, when confronted with an actual work situation, production pressures, noise and other job variables, sometimes the trainee was unable to cope with or adjust to the new environment. The trainees' experience and performance were carefully monitored by the immediate supervisor at work and by the vocational instructor. Supervision questions included:

1) Was the trainee performing according to the expectations of the supervisor or according to what was required in the job?

2) Were there any communication problems that had to be corrected?

3) Did the trainee need additional language or vocational training?

4) Was the trainee able to complete work assignments on time?

5) Was the trainee able to deal with the public in an acceptable manner?

6) Was the trainee happy with the job?

These were just a few questions and concerns that were kept in mind in monitoring on-the-job practice in BVT. Another interesting feature was that the program allowed time for the staff and the trainees to get together during this period to discuss the accomplishments as well as the failures of the on-the-job practice experience.

Meetings with the staff during and after on-the-job practice provided a good opportunity to find out from the trainees whether additional skills were necessary, or whether changes such as new machinery, use

of computers and mass production had occurred in the occupation because of new technology, inflation, and economic or energy concerns.

Exit criteria for on-the-job practice

Trainees and employers had an understanding as to what criteria were considered appropriate for exit from on-the-job practice. The trainee's performance was assessed by the immediate supervisor, who recommended whether the trainee was ready to leave or should stay longer to master the necessary skills required for the job, such as vocational and job-related English skills. The success of some BVT programs can be illustrated by the fact that some employers asked trainees who had received on-the-job practice on their premises to stay with them permanently. The majority of employers who were asked to compare trainees from BVT programs with trainees, whether linguistic minorities or not, from other programs rated BVT program trainees as good employees, respectful, efficient and able to handle the job with minimum supervision.

Job Development and Placement

Much of the success of the bilingual vocational training programs visited was measured by the type and percentage of job placement achieved, as well as in the satisfaction of both employers and trainees. The process of job placement began with the planning of the program and the needs assessment and extended to the post-training period of assisting graduates in contacting prospective

employers. It was the job developer/counselor's responsibility to coordinate activities that would identify prospective employers and to provide trainees with job-seeking skills. Most of the BVT programs visited by the staff of this project had a good record of job placement. The procedures and strategies which were responsible for their success are included below along with the most important factors contributing to employer and trainee satisfaction.

1) There was a good working relationship between the program staff and employers.

2) Prospective employers were contacted ahead of time, particularly at the beginning of the training program, allowing the counselor/job developer enough time to establish a good working relationship.

3) Most employers interviewed were satisfied with the former trainees because of their good working habits (promptness, cooperation, attitude, appearance, courtesy).

4) Employers were asked to participate in program activities such as graduation ceremonies, to observe trainees in class, laboratory or shop and to speak to staff and trainees about job opportunities in private industry.

5) In some programs, counseling of trainees continued after employment.

6) Former trainees immediately informed the job developer each time there was a position available in their field of work or each time they were promoted.

7) Former trainees were invited to graduation ceremonies as a motivation to other trainees and to speak about their experiences at work.

8) Employer satisfaction was measured in their willingness to recruit graduates after the first and second year.

Program Files/Records

An analysis of program records, reports and files took into account the total environment in which programs and program components existed or were implemented. Such an analysis indicated accomplishments as well as problems encountered throughout the training period. Correlation between program objectives and tasks, activities and events, as part of the total program, was kept in mind during the review of program files.

In most of the programs visited, program records were generally kept in a central file which was updated on a regular basis. The following is an example of the type of forms and documents found and reviewed during the onsite visits to the nine programs. The purpose of including this list is to give the reader an idea of the type of forms developed to collect data in the different BVT programs.

- Application of admission: usually available in the trainees' native language and in English
- Intake form: filled out by the applicants in their first contact with the program
- Memorandums to staff and trainees concerning matters relating to the training program in general
- Student physical exam report (required only in certain programs)
- Student agreement
- Student biography
- Job referral forms

- On-the-job practice evaluation form
- Screening, interim and exit interview forms: the last two forms were used by the trainees to evaluate whether the program was fulfilling their expectations and to recommend how the program could be improved in the future
- Guide for trainees: available in most of the programs visited. Included class schedule, staff, attendance policies and grievance procedures, procedures in case of injury, length of training, location of classes and purposes of the training program
- Curriculum units: including glossaries, vocabulary lists, evaluation, attitudinal surveys, audio-visual aids, manuals, task analyses/checklists, case histories, lecture notes and questionnaires
- Commercially available tests: see section on Recruitment of Trainees
- Staff meeting reports
- Publicity and dissemination activities
- Registration form: the official form used by students enrolled in the programs sponsored by community colleges
- Educational/Vocational Goal Survey Form: developed by the Miami-Dade Community College to collect accurate and complete information on the educational and/or vocational goals of each student
- Recruitment log
- List of course requirements, schedule of classes, withdrawal logs (which included reasons for student's withdrawal from the program)
- Contact log: used to document the recruitment of prospective employers
- Outreach job placement: used only when a graduate was referred for possible employment. It also included follow-up information with dates and results

- Student progress report: included exams, grades, attendance, appearance, attitude, assignment completion and work habits
- Letter of acceptance into the program, stipend sheets, case conferences
- Needs assessment form: developed to find out whether trainees had any problems with financial aid, transportation, child care or the program schedule.

An interesting feature observed while reviewing files in some of the programs was that trainees had the opportunity to evaluate teachers, counselors and the program in general. The staff's willingness and responsiveness to trainees' needs and suggestions, their sincerity and fairness, their desire to make classes enjoyable and meaningful, the teaching materials, attendance, cooperation and teaching strategies were among the areas evaluated by the trainees.

Institutionalization

In certain bilingual vocational training programs studied, the process of institutionalization took place when the sponsoring institution was committed and willing to incorporate the total program or certain components of it. Several conditions existed that served as motivators for institutionalization to take place. Among them were: consistent pressure from the community; a large percentage of limited and non-English speaking students enrolled in the institution; available facilities, instructional materials, equipment and personnel; and a location where there was a growing labor market demand.

III. CRITERIA FOR SUCCESS IN BILINGUAL VOCATIONAL TRAINING

Success of bilingual vocational training programs takes many forms. While some elements contributing to success, such as job placement and vocational skill achievement, are readily measurable, other objectives, such as implementing strategies, are essentially subjective and resist simple translation into numbers. In determining what makes a bilingual vocational training program successful, it is important to recognize a variety of criteria that might be used and the different weights that might be given to the criteria by different people for different purposes.

Types of Criteria

The following are examples of criteria that could be considered in assessing bilingual vocational training program success:

- Job placement rate;
- Needs assessment quality;
- Quality of program planning;
- Competence and commitment of staff;
- Nature and appropriateness of instruction and curriculum;
- Appropriateness of occupation selected for training;
- Trainee recruitment and selection;
- Behavior of trainees;

- Learning rate and achievement levels of trainees;
- Institutionalization; and
- Program organization and management.

Each of these criteria is discussed briefly below.

Job Placement Rate

Job placement rate, the most commmon criterion used to measure program effectiveness, provides funding agencies with simple numerical figures for cross-program comparisons. The bilingual vocational training programs examined in the study had an 85 to 100 percent job placement rate, making them more successful than most monolingual vocational training programs. Enrollment for further academic or occupational training was included in these job placement figures, since further voluntary training met the objectives of the program.

Taken alone, however, job placement rate is an inadequate indicator of program success. Job placement rate may mask other criteria that are equally or more important, or it may be artificially inflated or depressed by other factors. A long-range record of job retention and promotion might also yield important evidence. In addition, it is essential to know what factors lie behind a particular job placement rate, such as effective job development and counseling. Nevertheless, because job placement is central to the purposes of

most BVT programs, the type of placement is very important as an indicator of success.

Needs Assessment Quality

The job placement rate is dependent upon an adequate needs assessment. In order to maintain an efficient labor force within the nation and its communities, adequate needs assessment which projects into the future must be conducted to determine numbers of workers needed within specific vocational areas.

A quality needs assessment should include the competencies expected of workers in different occupations. A quality needs assessment will also point to the bilingual vocational training needs, resources and future projections. The needs assessment will formulate and prioritize measurable occupational goals.

Quality of Program Planning

This complex cluster of closely interrelated areas gives rise to a large number of potential criteria, most of which are subjective in nature. Still, it may be assumed that planning can contribute to the success of the program, that a needs assessment is an important component of planning, and that a well-coordinated program is more likely to be successful than one which is not.

A bilingual vocational training program in a local community may be facilitated by the use of a local steering committee and an advisory committee. The steering committee is usually selected by the BVT program director and serves without formal appointment. It consists of prospective employers and employees in the vocational areas of training. The advisory committee may offer advice on wage rates, on-the-job practice sites, types of training to meet competencies and vocational standards to be observed. This committee can strengthen contacts between the bilingual vocational training site and potential employers.

Competence and Commitment of Staff

Attitudinal and professional skills of staff are important indicators of success, far more significant than might have been expected. For BVT programs, of course, bilingual proficiency, knowledge of the vocational training area taught, teaching competency in job-related ESL and cultural sensitivity are absolute necessities for staff.

Nature and Appropriateness of Instruction and Curriculum

While the nature and appropriateness of instruction may seem obvious areas of importance, they are in fact generally overlooked in ordinary vocational training program evaluations. The area takes on more than ordinary significance in a BVT program, since the distribution and frequency of use of the native language versus English, the content of the ESL component and its relation to the

vocational training and to on-the-job needs and the inclusion of adequate cross-cultural training are questions that would not arise in ordinary vocational training.

Appropriateness of Occupation Selected for Training

While appropriateness of occupational selection is a criterion which affects all vocational training programs, it takes on new dimensions in BVT. In addition to considerations of the training time available and the prevailing job market, the general educational background and the level of English ability of trainees must also be taken into account.

Trainee Recruitment and Selection

Trainee recruitment and selection include the means by which trainees are recruited as well as the numbers and types of trainees selected. The screening process for the selection of trainees can have a considerable effect on the nature of the program and its ultimate effectiveness.

Behavior of Trainees

Trainee behavior may indicate a good deal about the success of a program. Low morale and high absenteeism or drop-out rate would be a strong indication that there are problems in a program. Interaction

between the teacher and the trainees is an important consideration in bilingual vocational training, since it is through this interaction that the trainees develop communicative competence in the job-related area.

Learning Rate and Achievement Level of Trainees

Trainee achievement constitutes much of the proof of instructional effectiveness. If trainee learning rate or achievement level is lower than specified criterion levels, program results can be seriously impaired. Variables which affect trainee achievement level should be considered in the product evaluation.

Institutionalization

Evaluations of bilingual vocational training programs tend to look at measurable program outcomes rather than the effects of these outcomes. Whether a program has been institutionalized, either partially or totally, by the host institution, or has a permanent effect on changing employer attitudes toward hiring persons of limited English speaking ability may be more important in the long run than other indicators of success within the program itself. The extent and importance of community and business support for a bilingual vocational training program may be the result of program effectiveness.

Program Organization and Management

Good management is essential to the success of any program, though its contribution is often overlooked. Conversely, inappropriate organization or poor management can seriously limit the effectiveness of even the best-planned program.

IV. PLANNING FOR A SUCCESSFUL BVT PROGRAM

Much of the success of a bilingual vocational training program depends upon the care and thoroughness of the planning which goes into it. Unfortunately, this phase is often given inadequate attention, either because its importance is not fully appreciated by the staff and administrators, or because time or funds are not available to give planning the effort it warrants. As in any educational program, planning is a determining factor in reaching the goals and objectives being sought. Many of the problems and shortcomings which are likely to affect a program can be avoided through careful pre-program implementation planning. Conversely, evidence of careful planning and management can make the difference in determining whether a program is funded or not, since a proposal which shows evidence of careful planning is more likely to receive support than one which does not.

Anyone undertaking a bilingual vocational training program who is unfamiliar with the fields of bilingual education, vocational education or adult education -- all of which are relevant to BVT -- should be aware that there are important sources of information to turn to for assistance in each of these areas. These include the following resources, among others:

- National Clearinghouse for Bilingual Education;
- Educational Research Information Clearinghouse (ERIC) for Adult Education;

- State Directors of Bilingual Education;
- State Directors of Vocational and Adult Education;
- Bilingual Education Service Centers;
- National Network for Curriculum Coordination in Vocational-Technical Education; and
- National Center for Research in Vocational Education.

Most of the above resources can supply free information and some can even provide free services and technical assistance. Two national professional associations, the American Vocational Association (AVA) and the National Association for Bilingual Education (NABE) publish journals which contain articles of interest to BVT staff.

Planning for a BVT Program

Planning for a bilingual vocational training program must be accomplished in a systematic and organized way. Because bilingual vocational training requires the bringing together of elements not previously found in a single program, and because staff are unfamiliar with how to amalgamate these elements effectively, planning acquires a special importance beyond that needed for a regular vocational training program. Prior to the implementation of the program, several factors should be considered. These include:

- Reliable assessment of the need for training;
- Clearly stated program objectives;
- Effective methods of measuring success;
- Adequate time, facilities and equipment;

- Sufficient financial support;
- Appropriately trained staff; and
- Curriculum and materials.

For BVT programs in developmental stages, it is important to recruit staff who can demonstrate BVT teacher competencies. Due to the lack of qualified BVT personnel, most of the programs should plan for staff development sessions to be carried out before and during the implementation of the bilingual vocational training program.

Time is an important factor to be considered during the planning stage. If the sponsoring agency (public or private nonprofit vocational training institution, state or local agency or educational institution) has only one year to develop and implement the program, then the planning should be carried out for the specific year, taking into consideration the priorities and obstacles to be overcome and the human and technical resources available.

Among the BVT programs visited in this study, it was found that the most successful programs gave careful consideration to planning from the beginning to the end of the program. It was also found that when the whole staff was involved in program planning, collectively contributing according to their expertise and abilities, the outcomes were positive.

A well-coordinated BVT program needs extensive planning in the following program components:

- Needs assessment
- Advisory committee
- Establishing linkages with business, labor, and community
- Administrative structure
- Program design
- Scheduling
- Staff recruitment
- Staff competencies and skills
- Staff development
- Curriculum development and coordination
- Evaluation
- Institutionalization

Needs Assessment

A careful needs assessment in two distinct areas is essential for the successful development of bilingual vocational training programs: 1) the educational and human needs for training of a particular target population, and 2) the employment needs in the community or area for persons with a particular type of training.

Human needs

A prerequisite to applying for funds for a bilingual vocational training program is often the justification of the proposed project

on the basis of need as demonstrated by the minority language group to be served. Such a justification commonly takes the form of demographic data on: 1) the number of the target population in the immediate service area, and 2) the education, dropout rates, unemployment, average income and welfare status of members of the minority language group. Figures should be recent, and should relate to the immediate area where the program is to be located. National or statewide figures are of little interest, except perhaps as informed background to the local situation. Figures should also be comparative to help establish the case. For example, how do education, employment and average income for the target group compare with that for the general population or for other minority groups in the area?

It is important for those involved in this analysis to know exactly what type of information they are seeking and where to elicit the most useful and current information. This study found that the most reliable and most often asked sources are:

- the local employment office;
- the Bureau of the Census;
- the Department of Health and Human Services; and
- community public service agencies.

Job needs in an area may be ascertained by administering a job survey questionnaire to potential employers. The local chamber of commerce can be useful in providing names and addresses of potential employers. However, personal follow-up contacts are even more

important in securing accurate and in-depth information and in developing the kind of interest which will lead to further supportive involvement of potential employers with the programs.

It should be understood that statistical data on minority language populations, from whatever sources, are likely to be inaccurate for a number of reasons. Persons of limited English speaking ability (LESA) frequently avoid contact with employment agencies and other social service agencies because of their concern for the language barrier. For this and other reasons, they are likely to be undercounted in the census. The situation is better in areas where members of the minority group are represented in service agencies, but figures can usually be taken as minimums, while the actual figures may be somewhat higher.

Labor market needs

It is also important to assess the job market situation locally as a basis for determining and justifying the vocational area(s) in need of trained personnel. Labor market statistics issued by the Department of Labor are available for many areas and provide a good initial basis. Special studies commissioned by local chambers of commerce or other business-oriented groups may sometimes be available.

A second step is to contact local businesses to find out in what occupations jobs are available. Statistics may not reflect what

businesses are currently doing or, even more importantly, plan to do. A number of programs have gathered this data through letter-questionnaires, personal visits, or a combination of the two. Such contacts are doubly useful, since later job development and placement will depend upon communication with potential employers.

Often overlooked is the attitude of the minority language community toward possible training alternatives. One project in this study offered training in a field for which there was no community interest, even though there was a job demand, which resulted in insufficient registration to implement the intended program.

Advisory Committee

One of the most valuable resources of BVT programs is the advisory committee, since it can influence program planning, provide direction and advice, guide the project director in the administration of the program, provide linkages, assist in publicity and contribute to the job development of the program.

There is a difference in outcomes between the BVT programs which have an active advisory committee and those which do not, or those which do not have a committee at all. This does not imply that a program without an advisory group will not be successful. However, a well-defined advisory group offers the advantages or sometimes the guarantee that the program will be evaluated by individuals who, from

an outside point of view, will offer suggestions that will improve the program's chances of success.

The fact that many federally funded programs require an advisory committee reflects their potential importance. Planning should include the identification and recruitment of advisory committee members and determination of the functions of the committee. Members should be chosen for their knowledge, interest in the program, and willingness to devote the time necessary to make the committee effective.

The advisory committee should represent:

1) the intended employment field, businesses or employers who are closely familiar with job requirements, to provide consultation on program content;

2) persons prominent in the local community who can serve as important advocates of the program, to help open doors for future employment of trainees; and

3) members from the target population who can provide advice on cultural matters, to serve as contacts in the community and sources of feedback from the community.

The committee should be composed of educators, students, community leaders, employers, program staff and other interested persons from the community.

Committee members can serve to validate the program and contribute to its credibility in the eyes of the community. Because the individual committee members represent specific constituencies within a community, particularly where major political divisions exist within the target group, great sensitivity must be exercised in the selection of committee members. Consideration should be given to individuals who have demonstrated commitment to the success of the program and not individuals looking for personal recognition.

It is advisable to plan an early meeting of the advisory committee so that program staff and the committee members can get to know one another and discuss the objectives of the bilingual vocational training program. A planned agenda for each advisory committee meeting is an absolute necessity. Suggested items for the first committee meeting are: process for selecting the chairperson, terms of membership, time and place of future meetings, whether meetings should be formal with written rules or informal, how minutes will be kept, further involvement of committee members in publicity, and trainee recruitment.

It would be ideal if the advisory committee members were involved in the planning stage of the program. The advisory committee should be the authentic representation of the program and should serve as liaison to the residential community, the sponsoring agency and the business community.

Finally, the advisory committee and the director of the program should work in harmony, mutually collaborating and meeting whenever necessary to solve problems. The committee should be completely informed of the progress of the program in order to suggest positive alternatives for the success of the program.

Establishing Linkages with Business, Labor and Community

In the field of bilingual vocational training, it is indispensable to establish cooperative linkages among the different agencies, organizations or institutions, and local and area businesses which may later become employers of trainees. It is not only critical in the planning process but will lay a basis for successful job placement and on-the-job practice. Finally, it may prove significant for program improvement, evaluation or institutionalization.

Employer (or personnel directors of larger companies) can provide valuable input in planning the content of the training program. They have immediate practical knowledge of job requirements and can assist in assuring that the design of the program will produce employable graduates. This can include not only technical matters but also social and cultural aspects of the work place which may be important for employee survival.

If businesses have not employed workers of limited English speaking ability before, they may be reluctant to do so. Therefore, part of the linkage effort may have to be directed toward changing attitudes.

Businesses that have had previous experience with LESA employees may have useful ideas to pass along to the training program.

Labor unions involved in the occupational area of the proposed program should be included in linkage efforts. They often have a great deal of relevant experience to share, such as information concerning state or union qualifications which trainees may have to meet before they can be placed in a job. In addition, many labor unions can supply educational materials such as audiovisuals, manuals and pamphlets that can be used during the training period. In most cases, unions can provide public relations representatives and other personnel for staff development seminars or as class speakers.

If the sponsoring organization for the proposed training program does not already have close linkages with the target population community and the larger community, it is important to establish these prior to initiating the program. As noted before, attitudes of the target community toward the types of training being planned, and the time and place of training should be determined. If classes are held after dark, for example, husbands may not permit their wives to attend; also, cultural stereotypes regarding sexual appropriateness of certain types of jobs may have to be overcome. It is also important to gain credibility and establish a network of contacts for publicizing the program and recruiting trainees. For planning

purposes, obtaining information on how best to create awareness of training opportunities among the target group is essential.

Linkages with programs such as the social service agencies and community groups should also be developed within the community. Among these are agencies for health care and welfare, business organizations, community-based organizations, chambers of commerce, publishing companies, press, radio and television.

Educational institutions (institutes, schools, colleges, universities, professional organizations) are a needed linkage in BVT programs. The educational institutions, if used well, can offer a variety of services: classrooms, laboratories, equipment, instructional materials, libraries, audiovisual aids, research facilities, human resources, help in recruitment, and placement services.

It is also important to establish linkages with other state and federally funded BVT programs. Programs of this nature can be found in Florida, New York, Connecticut, Minnesota, Texas, California and other states where there is a high concentration of LESA trainees. Some of these programs have been in existence for several years and have developed valuable instructional materials that can be used as guides for developing other materials.

This discussion of establishing linkages as part of the planning process has been emphasized here because it is too often left out or deferred until the program is underway. Successful programs are almost uniformly characterized by a strong linkage or liaison effort, while program weaknesses or failures can often be traced to inadequate prior development of community and business-labor cooperation.

Administrative Structure

The success of a BVT program depends in part on the administrative structure: how well it is planned, organized and efficiently utilized. The form which the administrative structure takes will depend very much on the institutional context and size of the program. If the program is located in a college setting, the existing administrative structure of the college will often determine how the program is organized and administered. For example, the dean of the appropriate department may delegate a person to be in charge of the program. If the program is operated by a nonprofit organization, it is the President, in conjunction with the Board of Directors, who is often in charge of organizing the administrative structure.

Some successful administrative practices were discussed in Chapter II, but it should be noted here that most funding agencies require a "management plan" to be submitted as part of a proposal. This must

detail the responsibilities of each staff member and explain how proposed activities are to be carried out and by whom. Project "milestones" must be identified, including a "time-line" or chart showing when different activities will be conducted. An organizational chart must also be given, showing how the project will be administered and how the administration of the project fits into that of the sponsoring organization. The plan should also include the role of the advisory committee, showing to whom it reports, and should detail the contribution of any support services external to the program staff.

Basically, the staff of the program, whether it is located in a school or in a community agency, is composed of a director (sometimes assisted by a coordinator), a job developer, who may also be the counselor, and the vocational and ESL job-related instructors. Job descriptions of each staff member should be available.

Preferably, vocational instructors should be bilingual and recruited from the community. In the event that a bilingual person is not found, a monolingual person may be hired, assisted by a bilingual aide. In some programs, former students/trainees, recognized for their skills and academic excellence, are recruited to work in the program. Sometimes it is difficult to find a qualified vocational instructor on a full-time basis, and programs have to recruit part-time instructors already employed elsewhere.

The English as a second language teachers are more available than vocational teachers. Many college and universities throughout the nation have programs designed to train ESL teachers, in contrast to the very limited number of programs designed to train bilingual vocational instructors. However, the ESL instructor in the bilingual vocational training program usually needs special training to teach job-related English rather than academic or general/basic English.

The following successful practices in establishing the administrative structure of a BVT program emerged from interviews and observations carried out during the study:

- The lines of authority are specifically described and all staff know them.
- All persons have a clear understanding of roles and responsibilities.
- Lines of authority, as well as the roles and responsibilities, are described and explained to new members of the staff.
- The director of the program knows the limits of authority.
- All personnel are aware of the goals and objectives of the program.
- All staff members collaborate together and professionally respect co-workers.
- The program director should have previous experience as an administrator, be bilingual and have knowledge of the training program.
- The program director maintains contact with directors of other training programs to discuss common issues affecting BVT. The New Orleans conference, carried out in previous years for directors of all federally funded BVT programs, received favorable mention from directors as an effective way of providing information and continuous training to BVT staff.

- The program has an open-door policy with the community.
- The program offers to its employees the opportunity to initiate new ideas and to grow professionally.
- The administrator of the program maintains direct contact and meets regularly with his staff to discuss program direction and how the objectives and purposes of the training program have been met.
- The program director has the support of the advisory group, composed of members of the community, for advice and guidance whenever necessary.
- If the program is funded directly by the federal government, the program director implements the program according to the guidelines and regulations and follows the plan outlined in the proposal.
- The administrator keeps a record of all events and activities that directly or indirectly affect the training program and keeps personnel informed of these activities.
- The administrator maintains good working relationships with the media for information dissemination purposes.
- The program director works directly with the staff in the development and implementation of the curriculum.
- The program director maintains knowledge of the latest information in BVT and is a member and participant in professional organizations that promote BVT.
- The director supervises the implementation of all program components.
- If the program is located in a school, college or university, the program director establishes an administrative structure that permits the effective involvement of other departments, programs and services that can be of advantage to the success of the program.

- If the program deals with more than one vocational area, the administrative structure is designed to allocate the necessary time and resources to each of them, with no preference for any specific area.

Program Design

Bilingual vocational training combines instruction in job-specific ESL and vocational skills to provide individuals with both occupational and English language skills needed to perform and interact successfully on a job. A distinguishing feature of bilingual vocational education is that the skills of one learning component are actually part of and related to the skills of the other component. The emphasis of English language instruction is on those communication skills trainees need to learn specific vocational skills and on those English skills essential to performing a job. For example, if the goal of instruction is to prepare trainees for jobs as welders, then English instruction consists, in part, of specific welding vocabulary and terminology the trainees need for mastery of welding skills. The ESL instructor may actually use such equipment as welding plates, electrodes, welding torches or even goggles as teaching aids. By using vocational tools and equipment in the ESL component, practice of English language skills is related to the skills learned in the vocational component.

Cultural differences must be recognized in designing a BVT program, both to insure that the program will evidence respect for the trainees' native culture and to provide a basis for cross-cultural

training in the program. If those planning the program are not closely familiar with the culture of the trainees, an informed member of that cultural group or a specialist knowledgeable about their culture should be brought in as a consultant.

Scheduling

Scheduling plays an important role in program planning and coordination. The program director, staff and trainees should have a clear notion of the time available and required to complete the training program. Scheduling varies from program to program, depending on the nature of the training program. This study of BVT programs indicated that the following steps should be included in BVT scheduling:

1) Make a complete calendar of events and activities to follow throughout the training program.

2) Submit the BVT program proposal to an appropriate planning group for changes.

3) Recruit staff. The following sources are useful: the immediate community, employment agencies, recruitment offices of colleges and universities, newspapers (especially those written in the trainees' language), advertising in community clubs, churches, schools and public service agencies.

4) Prepare the calendar of staff development events.

5) Publicize trainee recruitment. It is important that in dissemination of information about the program, the qualifications for admission into the program are specified.

6) Interview and recruit trainees. Some programs assign a team of three persons to inteview

possible trainees: the counselor, and the vocational and ESL teachers. This arrangement seems to be effective in coming to a consensus as to who is going to be finally accepted. In other programs the initial contact is between the counselor and the trainee.

Scheduling prior to and during the program

Because the instructors plan and work together prior to the start-up and during the course of the program, they are able to coordinate the job-related ESL and vocational skill instruction. Before the program begins, the instructors develop and specify the relationship between the two learning components. They decide what is to be taught and when it will be taught. The specific vocational skills and the job-related English language skills are focused on achieving one set of objectives. During the course of the program, instructors meet regularly to review the course content and assure that instruction in the two components is always related.

Scheduling instructors

Coordination of the components of a bilingual vocational training program is achieved by instructors participating in each other's classes; that is, the ESL specialist visits vocational classes and the vocational instructor sometimes uses ESL methodology. Besides further assuring that the instruction is relevant, it also has other benefits for the staff. The ESL instructor, not previously familiar with the occupation being taught, may gain valuable insights into the content of the vocation, while the vocational instructor, by sitting in on ESL classes, has an opportunity to obtain first-hand knowledge of effective language teaching techniques.

A bilingual vocational training approach, as described here, differs significantly from approaches often used in other educational programs. In some technical training programs, trainees acquire skills and knowledge in a variety of subjects, none of which are necessarily related. For example, as part of an auto body repair curriculum of a community college, trainees may be expected to take a variety of courses to fulfill the requirements of the program. Each individual course or component of the curriculum has specific objectives and skill competencies which trainees have to master. The courses are usually considered separate entities, and a relationship is seldom developed between or among them. The skills developed in a component on welding or metal repairs, for instance, are generally considered specific only to that subject and are not related to other elements of the curriculum.

However, in a bilingual vocational training program, the courses are related so that all instruction is relevant and directly focused upon those skills trainees need for employment. In a bilingual vocational auto body repair course, for example, the instructors might combine and relate a welding and ESL component. Successfully relating these two components enables the trainees to exit the program with a unified set of vocational and job-related English language skills.

Scheduling the program

Efficient allocation of time and scheduling of personnel is an important factor in the success of any program. Such elements as scheduling personnel and the location of the classes are very

important in bilingual vocational training. In scheduling specific classes, administrators may also want to consider the actual schedule trainees might have on the job. Food service workers, for example, may work primarily in the evening or on weekends. Thus, a program to prepare trainees for employment in this area would be scheduled appropriately.

Scheduling personnel

The primary difference between scheduling instructors in bilingual vocational programs and in other vocational programs is that the vocational and ESL instructor should be scheduled together during class periods. That is, the vocational instructor should be scheduled to participate in the ESL component and the ESL instructor should be scheduled to participate in the vocational component. This unique scheduling permits the ESL specialist to assist the vocational instructor in the systematic presentation of the job-related English needed by the trainee. The vocational instructors, by working with the ESL teachers, have an opportunity to become familiar with ESL teaching techniques which are important when working with persons of limited English speaking ability who are learning vocational skills in a second language.

Successful programs have utilized the services of volunteers in a variety of ways. In one program, individuals were specially trained in techniques of pattern practice drills. Referred to as "drill masters," these volunteers provided valuable assistance by engaging

trainees in job-related dialogues, conversations and drills in English. The use of community volunteers may provide valuable assistance in establishing a schedule that permits coordinated class visitation and direct participation by instructors.

Scheduling for the implementation of the program

Critical to the success of any program is sufficient time to organize and consider all training aspects prior to implementation of the program. The amount of time administrators allow will, of course, vary according to the program and what is needed.

An important feature of planning for bilingual vocational training is to provide sufficient time for instructors to plan the learning components before the start-up of the program. Instructors need to analyze the job requirements, considering both the vocational competencies and the job-related English language skills essential to performing the job. These skills, which provide the content of the vocational and English language components, are combined and related in such a way that meaningful instruction is provided.

Scheduling during the program

Instructors need to meet on a daily basis to assure that the instructional components are well coordinated. Instructors meeting on a regular basis will guarantee that the vocational and ESL components are related. Regular meetings of the staff are also necessary to share information, to discuss trainees' progress, to

plan for field experiences and to secure job commitments for trainees.

Instructors and trainees are involved in yet another kind of scheduling. They regularly schedule meetings to provide opportunities for instructors and trainees to assess and discuss trainees' performance, to share difficulties trainees may be encountering and to plan for the trainees' future in the English speaking world of work.

Recruitment

The staff is responsible for the success of a program. Careful staff recruitment is therefore vital to the success in a BVT program and should begin as early as possible.

First, staff responsibilities should be determined so that job descriptions can be developed for use in advertising and selection. It is important to remember that equal employment opportunity regulations against discrimintion for race, sex or national origin will have to be met in the hiring of staff.

Advertising can be carried out through local newspapers, employment offices, professional journals and organizations and personal contact. The support of the advisory committee, because of their knowledge and involvement in the community and in the occupation

area, is of great value during the staff recruitment process and should be considered.

Professional assistance outside the sponsoring organization should be sought to assist in recruiting and screening candidates. Potential members of the advisory committee, state department of education personnel or other persons from a local business or college could be asked to assist.

The program director should be the first person to be recruited. The director should then recruit the staff. Recruiting a director after a plan has been developed and funded is almost guaranteed to create problems and dislocations in the implementation of the program. In addition, a successful program requires close and harmonious cooperation among the staff, and such cooperation is more likely to be achieved if the director is able to participate in staff selection. In order to guard against any possibility of personal favoritism, it is preferable to have more than one person responsible for choosing staff. In keeping wih equal employment opportunity requirements, the selection process should be fully documented for each candidate considered, so that the equitable application of criteria in hiring or not hiring applicants can be demonstrated.

Staff Competencies and Skills

Essential staff competencies and skills include vocational skills, teaching job-related English language skills, bilingual skills and job development/counseling skills.

Vocational skills

Both the vocational instructor and the instructor who will be teaching job-related ESL need to be highly skilled in their respective content areas. The vocational instructor should be experienced and certified or credentialed in the selected occupation in which training is offered. For example, an instructor of a welding class is an experienced welder and as such is familiar with the skills trainees will need to master in order to obtain employment as welders. The vocational instructor, being a skilled craftsman, should also be aware of the English language skills needed to perform a job. Finally, the vocational instructor must be in constant contact with potential employers in order to learn what new knowledge must be taught due to new technology.

Job-related English language skills

The instructor of English as a second language also needs special skills to develop and implement an English language component related to the vocational skill area. This requires knowledge of special methods and techniques appropriate for teaching job-related English to limited English speakers.

Bilingual skills

Since the native language of the learner is used in the training to enable trainees to acquire vocational skills, the vocational instructor should be fluent in English and the language of the learners. In addition to being bilingual, the instructor should be aware of the principles of bilingual education; that is, know how and when to use the language of the learner and when to use English. It is also helpful, although not essential, for the English language instructor to be bilingual, but in any case, the ESL instructor should know linguistics and second language acquisition problems of LESA adults. Being fluent in the language of the learners increases the instructor's awareness of such factors as sound or pronunciation differences which might affect the trainee's ability to learn English.

It may not always be possible to obtain skilled instuctors who are also bilingual. Even if the instructors are bilingual, individuals from more than one language group may be in one class. In these cases, bilingual specialists, paraprofessionals, or volunteer tutors from the community who are fluent in English and the language of the trainees may be used to assist instructors and trainees.

Job development/counseling skills

Placing trainees in jobs after completion of their training is the ultimate goal of the training program. The training may be excellent and the trainees may be well qualified, but if they cannot be

employed, then the program has failed in its purpose. The staff needs skills in job development and counseling in order to ensure that contacts with prospective employers in the selected occupations are initiated and maintained, that occupational training reflects community needs and that counseling and guidance are available to trainees. Job development and counseling skills are discussed below in more detail.

Job development

Job development does not refer to making or creating new jobs but rather to identifying and securing actual job commitments for qualified trainees. Developing contacts in local businesses and industries which may employ individuals upon completion of their training requires a certain familiarity with the labor market. Placing trainees also requires extensive knowledge of the trainees, their capabilities and the specific job skills with which they will be prepared.

Job opportunities for qualified trainees may be identified in a variety of ways. After written materials and brochures are produced describing the training program and the community services it provides, they are disseminated to potential employers. Frequently, vocational instructors, through their own community contacts, will have knowledge of potential jobs. Creating a network of contacts in existing vocational training programs so that information concerning

jobs and job availability may be shared is another reliable means of assuring that trainees will have jobs.

Counseling skills

Trainees may need special counseling and guidance to be adequately prepared for employment. Cultural difference, social and psychological problems and unsatisfactory work habits are factors which represent additional barriers to employment for persons of limited English speaking ability. Besides individual counseling, trainees benefit immensely from sessions or workshops which prepare them for job interviews. The emphasis here is placed on such topics as preparing for an interview, practicing job interviews, or completing application forms. In addition to other skills to facilitate the counseling process, it is recommended that a job developer/counselor be fluent in both English and the language of the trainees.

Staff Development

Employment success, as well as the occupational skills learned by the trainees, are reflected by how well prepared the teachers and other members of the staff are. Since few persons trained in ESL have experience in teaching job-related ESL within bilingual vocational training programs, it is likely that anyone who is recruited will need further training. While it cannot be fully known how much staff development will be required, provision for staff development in the

form of workshops, seminars, field trips and conferences should certainly be made.

There is no doubt that to be effective and knowledgeable in a field that is growing year after year, the staff must receive special in-service training where new techniques and methods will be discussed and practiced. Since BVT is particularly new and officially recognized as a viable way of providing occupational training to trainees with limited English speaking ability, it is important to be aware of the most recent accomplishments in BVT over the past five years. Today, there are many resources that can be utilized effectively during staff development; among them are: (1) consultants, (2) speakers from community agencies, (3) bilingual vocational instructor training programs, (4) professional organizations (speakers, materials), and (5) educational institutions, resource centers and program staff. It is very important to plan the use of these resources. The consultants, for instance, can be used during staff and curriculum development or during the evaluation of the program. Their expertise in developing, creating or refining language assessment, job development, management, counseling, cross-cultural issues and job-related ESL must be utilized to the maximum.

Curriculum Development and Coordination

Planning, developing and implementing a bilingual vocational program requires a united team effort on the part of the staff. To train

persons of limited English speaking ability and to place them in jobs, all members of the staff and the trainees must be actively involved in the process.

The job developer/counselor and instructors comprise one team as they cooperate to assure that trainees learn job skills, are adequately prepared for the jobs and obtain meaningful employment. The ESL and vocational skills instructor make up another team as they work together to plan the learning components and instructional activities. The administrator frequently communicates with the entire staff to assure that the objectives of the program will be met.

Of the teams mentioned, the one which may be considered central to bilingual vocational training is the instructional team. Instructors should develop appropriate curriculum with consideration given to the entry level of trainees. As instructors work together to plan a curriculum which will effectively combine the two components of BVT instruction, they will be involved in a variety of activities including developing specific performance objectives, determining appropriate content, selecting instructional materials and equipment, and identifying methods and techniques suitable for implementing the curriculum.

Objectives

Objectives which trainees need to master in the curriculum are based upon both the manual and verbal skills needed to demonstrate occupational competence. By specifying the relationship of English to the vocation and the relationship of the vocation to the acquisition of related English skills, instructors combine the skills of the two learning components. Carefully planned and developed objectives guide the instructors in the selection of appropriate content, instructional material and equipment and aid in identification of suitable methods and techniques. Cultural awareness of the target group should be considered in developing objectives.

Appropriate content

Appropriate content is limited to what trainees need to know and do in order to master the objectives. As the instructional content is arranged and sequenced to meet the needs of trainees, certain variables may have to be considered. The availability of specific equipment, the frequency with which the trainees use particular skills and the developmental needs of trainees are some of the factors which may impact upon the organization of the course content.

Suitable instructional materials and equipment

Suitable instructional materials and equipment need to be specified for both the instructors' and trainees' use. In bilingual vocational

programs, as in most vocational programs, there is no question about the importance of suitable equipment in the training process. However, other materials, especially written instructional materials presented in English and in the native language of the trainee, may be central to the trainees' achievement of the objectives, reinforcing or supportive of it, or merely supplementary to the attainment of the objectives. Because of the relative newness of bilingual vocational training , there is a paucity of existing instructional materials which utilize both English and other languages. However, many materials do exist either in English or in languages other than English which instructors may adapt for bilingual vocational purposes. To be considered suitable for use in bilingual vocational training programs for limited English speakers, instructional material should at least:

- relate to program objectives;
- utilize both English and the language of the trainee;
- provide for individual differences among trainees; and
- be free of sex and cultural biases.

Relate to program objectives -- Appropriate materials, if used properly, assist trainees in acquiring the needed skills. The materials should be based upon a careful analysis of job competencies, including English language competencies required by the occupation.

Utilize both English and the language of the trainee -- The written instructional materials should account for trainees with

varying levels of mastery in English. In the beginning of the course, materials in the trainees' native language might be used. As trainees progress through the training and become increasingly familiar with the English language, less and less of the native language should be used.

Provide for individual differences among trainees -- To prepare trainees with the needed job skills, a variety of materials should be used including written materials, audio-visual and manipulative aids. Such factors as the literacy level of trainees in their native language, the educational background, learning styles and skills and abilities of trainees will have an impact upon their abililty to use the instructional materials. Using a variety of materials in the training program will enhance the learning activities for trainees and further assure that their educational needs are being met.

Be free of sex and cultural biases -- The materials should be acceptable to the trainees' culture. It is difficult, however, for people to describe their own culture fully, let alone accurately interpret another culture. One strategy for addressing the need for cultural acceptability, therefore, might be to involve members of the community in the process of selecting the materials. Finally, materials should also be consistent with adult learning concepts and be free of sex bias.

Appropriate methods and techniques

The instructional methods selected should actively involve trainees in the learning process and provide ample opportunities to practice the new skills. With a variety of methodologies to draw upon, an

instructor should choose those which are most compatible with the trainees' culture and learning style. Trainees may need to be involved in a supportive protective environment. Hands-on, demonstration and other experimental techniques such as games and role playing are a few of the many techniques appropriate for limited English speakers.

It was found in this study that one of the distinctive characteristics of BVT is creativity. This, along with staff commitment, has resulted in exemplary programs in the United States. The following are considerations for the design of a BVT curriculum:

- Know that the students' societal, cultural and/or linguistic preferences will not be interfered with;
- Know that they have more than a reasonable chance of success;
- Know that the studies they pursue are relevant to meaningful employment;
- Know that the bilingual program will provide appropriate classroom instruction in a manner that is conducive to their learning;
- Know that the counseling they receive in regard to their careers will be given after careful and complete consideration of their total needs and capabilites;
- Know that proper support services with complete follow-up will be provided; and
- Know that learning is a two-way process. (If there is little or no cooperation on their part, there will be little or no learning.)

Evaluation

Planning the evaluation of a bilingual vocational training program should start with the conceptualization of the program and should be carried out at regularly scheduled intervals during the program. It is important to start the evaluation process at the beginning of the project so that baseline data can be collected. All persons involved in the bilingual vocational training program must have the opportunity to participate in the evaluation and express their judgement concerning the program quality and how it can be improved.

Evaluation can be carried out within the organization using in-house resources or it can be carried out by outside specialists. Planning for a program evaluation should take into account whether the evaluation will be one or the other of these two types:

1. Internal evaluation -- carried out by the administrative and other personnel, and the trainees, or

2. External evaluation -- carried out by the sponsoring agency, an independent evaluator and/or the Advisory Board, representing the community interest and the ethnic/linguistic group to whom services are being rendered.

Whichever evaluation is used, reliable and valid instruments should be used to assess objectively all aspects of the program so that constructive changes in the program can result from the evaluation. The balance of this section will lay out a procedure for evaluating bilingual vocational education programs.

Purpose of a BVT evaluation

The purpose of an evaluation of a BVT program is to answer three broad questions:

1. Are the process objectives of the programs being achieved?

   The process objectives concern the implementation, management, instructional, and staff development activities of the programs.

2. Are the project objectives being achieved?

   The project objectives concern trainee and teacher recruitment and retention, trainee performance in vocational skills and job-related English language skills, job placement, and utilization of resources and support services.

3. What are the participant group's perceptions of the program?

   Participant group perceptions concern trainees, instructors (both vocational and ESL), job developers/counselors, prospective employers and administrators, including the advisory committee.

The evaluation process seeks to determine the outcome of an activity as well as to provide information for management and policy decisions to improve the activity, particularly with regard to the planning, administration, operation and instructional procedures. An evaluation must have a systematic design based on current and applicable evaluation theory. The data collected should be quantitative as well as qualititative. The quantifiable information should use understandable statistical procedures which indicate significant or nonsignificant change when compared with baseline data or pre-established criterion levels. The reporting of the

quantitative evaluation of the BVT program should not be obscured by technical jargon.

Depending upon the intent of the evaluation, an evaluation can be used for formative or summative purposes. A formative evaluation takes place at specific points during the developmental phase of a program so that changes in the form and structure of the program can be made in order to meet the criterion level and pre-established goals of the program. Summative evaluation takes place at the end of the developmental phase of a program. It compares the beginning levels of attainment with the ending levels. Summative evaluation looks at the impact of a program on the persons for whom the program was designed, such as job placement, amount of vocational and English learning and attitudes toward the program.

In successful BVT programs, it is extremely important that the project director and program staff fully cooperate with the person or persons conducting the evaluation. All parties should communicate frequently so that each understands the goals and objectives of the other.

Bilingual vocational training necessitates an awareness on the part of the evaluator of the unique nature of these programs. Evaluation must measure two outcomes: job-related English proficiency and vocational skills. Since coordination between the job-related English training and the vocational skill instruction often tends to

eliminate rigid separation, it is necessary for the evaluation to provide means by which achievement of each goal can be effectively measured apart from the other. It would be inadequate to devise separate procedures to measure job-related ESL instruction and learning totally apart from the vocational objectives. At the same time, measuring the job skills apart from job-specific ESL acquisition may also produce less than adequate results. It is necessary to consider both the job-related ESL and the vocational aspects of the program in developing the evaluation plan.

The goals and objectives of a BVT program must be stated in realistic, clear and measurable terms before the data collection is started. At the completion of the evaluation, the results can be used as a management tool which provides data and information to project managers and other staff for making decisions to improve performance. The results of the evaluation should be used to analyze project strengths and weaknesses and to identify what kinds of action should be taken to meet project goals and objectives effectively and efficiently. To avoid conducting activities which are unrelated to goals and objectives, it is important to specify and to analyze activities to determine if they are actually helping to improve trainees' skills and are consistent with project goals and objectives.

The success of a bilingual vocational training program is measured by the number of job placements made and the appropriateness of the kinds of placements made. An evaluation of the post-training aspects of the program should include answers to questions such as:

- Are the trainees employed? (If not employed, why not?)
- What kind of job was obtained? Was it appropriate to the training received?
- What range of salary or wages resulted from the placement of the trainees?
- To what extent will the trainees be able to use the skills they acquired during training on their job?
- What new skills are demanded? How might this effect further training programs?
- How long have the trainees remained in their new jobs (i.e., retention rate)?

This kind of information may be difficult and costly to collect and maintain. However, in successful BVT programs, a close working rapport with the trainees during the program has resulted in the trainees freely providing all necessary information concerning their success later in the job market. Further, the counselors followed up on each trainee and at the same time created excellent relations with the employers. Developing new job openings was often facilitated by showing personal concern for the success of those placed with that employer. At the same time, learning about trainee success and failure on the job provided substantive feedback to help review the training and make any changes needed.

One important and beneficial way to track program alumni is to establish early some kind of alumni society through which trainees and staff can keep track of those who have finished the training.

Process evaluation information

The process evaluation covers the following areas of information:

- Community needs/target area;
- Recruitment;
- Community involvement;
- Training program;
- Instructional materials;
- Support services; and
- Staff qualifications.

These are briefly discussed below.

Community needs/target area -- A bilingual vocational training program must conduct a community needs assessment which describes the need for the proposed bilingual vocational training of persons of limited English speaking ability. There must also be specific evidence of that need and the way it will be met in terms of occupational shortages, job training and employment opportunities. Much of the success of the program depends on the validity and accuracy of the needs assessment for a bilingual vocational training program.

The target area and limited English speaking population must be identified and described. It is important that this data is documented so that an evaluation can verify the need by a review of local labor market and economic conditions. Without this specific information, it is impossible to evaluate the program effectively.

Recruitment -- Recruitment is a vital part of the program and the recruitment procedures should be spelled out as part of the administrative activities. It is important to describe how the target population was reached and in what ways the program was promoted in the community. This can have implications for future efforts in reaching a greater number of people and widening the opportunity for training.

Community involvement -- One of the key criteria for success is the active involvement of the community in the program, but particularly in securing employment for the trainees. Potential employers should be involved in the planning of the program and in the vocational skills instruction. If possible, arrangements should be made for on-the-job practice opportunities and placement of trainees on completion of the program. This information is tied in closely with the needs assessment and is the most important segment of developing job opportunities for skilled persons.

Training program -- The evaluation of the training program requires information on the organization of the bilingual vocational training and the language instruction. A description of the training program should focus on the skills levels to be learned and the competencies required for the vocational area. Of particular

importance is the coordination between the job-related English and vocational instruction and the extent to which teachers and instructors cooperated in the planning of activities.

Instructional materials -- The kinds of instructional materials used in the training program should be described and assessed as part of the evaluation. However, since it would be difficult to evaluate the adequacy of these materials, information should be gathered from the staff and trainees on whether sufficient materials were provided. Also, some observations can be made on the availability of technical tools and equipment suitable for trainees to practice on in developing skills. A lack of enough tools or sample pieces of equipment can hinder the training program and the mastery of certain technical skills.

Support services -- The range of support services offered to trainees is valuable information because of the unique characteristics of the trainees. Persons of limited English speaking ability have special needs in learning job-specific English and in acquiring job skills for use in an English speaking environment. Some trainees may so depend upon certain types of support services that without them they simply may be unable to attend the program or successfully complete it. Support services may range from counseling in personal as well as vocational matters to assistance in transportation, public services and functioning in a culture and language that differ from their own.

Since information is easily obtained and documented, it usually poses no problem for evaluators or administrators to collect adequate data.

Staff qualifications -- The qualifications and experience of staff is the foundation of the training program and this information is basic to the evaluation. The items to look for are: the number of staff who are either certified teachers and instructors; the previous experience of staff in planning and operating bilingual vocational training programs or in non-traditional BVT programs the competency and the on-the-job experience of the staff.

At a minumum, language instructors should have at least one year of experience in teaching English as a second language (ESL) and should at least be familiar with the native language and culture of the trainees. Ideally, the ESL instructor is fluent in both English and the target language.

Product evaluation information

Product evaluation information describes the impact of the program:

- How many trainees were recruited and trained in jobs?
- How many trainees were placed in jobs for which they were trained?
- How many trainees did not complete the training program?

  What were the reasons for dropping out?
- To what extent have trainees shown increased levels of proficiency in the English language?

- To what extent did the trainees gain the ability to function in an English speaking work environment?
- To what extent did trainees show increased skills in the vocational areas and how did this affect their job placement?
- To what extent did trainees increase their ability to gain or seek employment through such actions as job interviews and filling in application forms?
- To what extent have trainees increased their wages or salary after completing the program and how does this compare with prevailing local rates?
- To what extent has the program changed the lives of the trainees either personally or professionally?
- What changes, if any, have occurred in the community as a result of the bilingual vocational training?

Institutionalization

The results of a good BVT program and a good program evaluation have led to the institutionalization of programs or at least components of programs after state or federal funding is removed and as long as the need exists. The question of institutionalization must be considered from the beginning of the planning for a program, since many points of program implementation will be affected. The scope of the program may decrease, staff may be eliminated, state or federal funds may be reduced, but in general, parts of the program, its methodology and curriculum will remain and be integrated into the regular programs of the institution.

DEFINITIONS

"Act" means the Vocational Education Act of 1963, Pub. L. 88-210, as amended by Title II of the Education Amendments of 1976, Pub. L. 94-482, 90 Stat.2168, 20 U.S.C.2301 et seq.

(Secs. 101-195, 20 U.S.C.2301 et seq.)

"Bilingual vocational training" means training or retraining in which instruction is presented in both the English language and the dominant language of the persons receiving training and which is conducted as part of a program designed to prepare individuals of limited English-speaking ability for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, but excluding any program to prepare individuals for employment in occupations which require a baccalaureate or advanced degree; bilingual vocational training includes guidance and counseling (either individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; the training of persons engaged as, or preparing to become, instructors in a bilingual vocational training program; and the acquisition, maintenance, and repair of instructional supplies, aids and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land.

(Implements Sec. 181; 20 U.S.C.2411)

"CETA" means the Comprehensive Employment and Training Act of 1973, Pub. L. 93-23, 87 Stat.839, as amended.

"Limited English-speaking ability" when used in reference to an individual means:

(a) Individuals who were not born in the United States or whose native tongue is a language other than English, and

(b) Individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

(20 U.S.C.880b-1)

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APPENDIXES

STUDY SITES:

BILINGUAL VOCATIONAL TRAINING PROGRAMS

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BILINGUAL VOCATIONAL TRAINING PROGRAMS

De Anza Bilingual Center
De Anza Community College
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Sunnyvale, California 94086

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Vocational assistance in language and electronics, salud-medical office skills

Bilingual Vocational Training of Dental Assistants
UCLA Extension
1100 South Grand Avenue
Los Angeles, California 90015

Project Director: Brenda Reed
Telephone: 213/747-0585

El Paso Community College
Bilingual Vocational Training Program
919 Hunter Road
El Paso, Texas 79915

Project Director: Dean Max Castillo
Telephone: 915/594-2647

Vocational assistance for industrial sewing machine repair mechanics, industrial sewing machine operators, radio-television repair technicians, optical lens grinding technicians, and cash register managers

Miami-Dade Community Center-New World Center
Bilingual Vocational Training Program
300 N.E. Second Avenue
Miami, Florida 33132

Project Director: Ines Maria Vilches
Telephone: 305/642-5505

Vocational assistance in accounting and banking

SER/Hidalgo Jobs for Progress
Bilingual Vocational Training
Post Office Box 72
San Juan, Texas 78589

Project Director: Arnoldo Cantu
Telephone: 512/787-5541

Vocational assistance for secretaries, bookkeepers and welders

Little Wound School Board
Bilingual Vocational Training
Box 1
Kyle, South Dakota 57752

Project Director: Steve Langley
Telephone: 605/455-2461

Vocational assistance for secretaries and building trades

Bronx Community College
Bilingual Vocational Training
University Avenue & W. 181 Street
Bronx, New York 10453

Project Director: Rafael Diaz
Telephone: 212/367-7300

Vocational assistance in housing, maintenance, and repair skills fields

China Institute in America
Bilingual Vocational Training of Chinese Chefs
125 East 65th Street
New York, New York 10021

Project Director: Xiangxiang Cheung
Telephone: 212/744-8181

Chinatown Manpower Project, Inc.
Bilingual Vocational Training
70 Mulberry Street
New York, New York 10013

Project Director: Po S. Yuen
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Vocational assistance in paralegal and para-accounting fields

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ASSESSING CRITERIA FOR SUCCESSFUL STRATEGIES IN BVT PROGRAMS

Assessing Labor Market Needs

Staff Recruitment

Staff Development

The Advisory Committee

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General Questions

ASSESSING CRITERIA FOR SUCCESSFUL STRATEGIES IN BVT PROGRAMS

Assessing Labor Market Needs

Have you contacted the chief of research and analysis in your State Employment Security Agency? Yes __ No __

Do you have any data that shows current employment as well as estimated future needs? Yes __ No __

What is the future occupational outlook in your state?

Are any changes foreseen in state and area economic activities?

What are the characteristics of the work force in your community?

What is the employment structure of important industries in your area?

How did you determine labor market needs?

How many LESA persons are unemployed in the community?

How many LESA persons are underemployed in the community?

What statistics did you use?

Did you contact the State Employment Security Agency to obtain detailed labor market data?

How did you gather your data?

What is the general level of education/training of the LESA persons community?

Elementary Education:	completed __	not completed __
Secondary Education:	completed __	not completed __
Higher Education:	completed __	not completed __
Vocational Training:	completed __	not completed __ (Specify)
Special Training:	completed __	not completed __ (Specify)

Staff Recruitment

How did you recruit staff?

What was the greatest problem in finding suitable staff?

If any staff changes were made after the first year, what were the principal considerations in doing so?

What are the three most important staff qualifications to the success of the program? (Indicate for each position: Director, Vocational Instructor, English Instructor, Counselor/Job Developer)

Is the instructional and support staff capable of using both languages for instruction? Yes __ No __

Is there bilingual capacity among:

__ Vocational Teachers
__ Counselors/Job Developers
__ Project Manager
__ Bicultural Studies Instructor
__ ESL Teacher
__ Other (Specify)

Staff Development

Does the program provide in-service training for the staff?
Yes __ No __

Who was involved in planning staff development?

What needs assessment was carried out to serve as a basis for staff development activities?

What kinds of in-service training has the staff received (pre-program and during program)?

Can you cite any specific efforts to gather information about the group to be served which became part of staff development?

How many hours of in-service training have the staff received per month? (list by each individual staff member)

What topics were covered?

__ BVT	__ Vocational ed	__ State requirements
__ Counseling	__ Management	__ ESL
__ Rules/regulations	__ Testing/assessment	__ Other(s)
__ Cross-cultural issues	__ Job development placement	

Of the in-service training offered, how many hours were offered/arranged by each of the following:

	Number of Hours
USOE	
BVT program	
Sponsoring institution	
BVT teacher education project	
A professional organization: (name:)	
State Department of Education	
Consulting firm	
Other: (Specify)	

Name resource persons who presented most successful in-service programs.

Describe the effectiveness of the in-service/staff development program. Cite specific areas of success/failure.

Give any concrete examples of changes made in the program as a result of staff development (from one year to another; from one cycle/semester to another; from before to after a meeting).

How often do you hold staff meetings?

weekly __ biweekly __ monthly __ other __

When? during program hours __ after program hours __

Is attendance required? Yes __ No __

Are staff members paid to attend these meetings? Yes __ No __

What is usually done during staff meetings?

What have been the most important considerations/problems in scheduling and arranging for in-service/staff development?

What is the best way to deal with these issues?

The Advisory Committee

Is there an advisory committee to the program? Yes __ No __

If so, how representative is it of the total community?

How was it chosen (what criteria were used)?

Practically specified, how important has the advisory committee been to the success of the program? Explain.

What have been the most important considerations in the successful utilization of the committee?

What have been the major obstacles to the effective operation of the advisory committee?

What is the role of the advisory committee?

What is the importance of having an advisory committee for this program?

What has been your involvement in: curriculum design, program operations, recruiting local business/industries, recruitment of staff/trainees, staff development?

How was the chairperson, if any, chosen (elected by the committee, appointed by the program director, appointed by community organization, other)?

How is general membership on the advisory committtee attained?

Election __ Appointment __
Volunteer __ Other (explain) __

How many members are on your advisory committee?

0-5 __ 6-10 __ 11-15 __

16-20 __ More than 20 __

What is the term of membership on your advisory committee?

1 year term __ 2 year term __ 3 year term or more __

What percentage of your advisory committee are women?

__ None
__ Less than one-fourth
__ Between one-fourth and half
__ Half
__ More than half
__ All

Did you have an orientation session to explain roles and functions of the committee? Yes __ No __

Is there a formal plan or statement by the organization/program recognizing the advisory committee? Yes __ No __ (Explain)

Has the organization/institution/program specified the scope of responsibility of the advisory committee? Yes __ No __ (Explain)

Was the advisory committee on bilingual vocational training formed prior to the preparation of the proposal submitted to the Office of Education?

How does the advisory committee function?

__ Formal with written rules
__ Formal with unwritten rules
__ Informal with understood rules
__ Informal with no rules

Where does the advisory committee meet?

__ In the school
__ In community center
__ In homes
__ Rotating

How often does the advisory committee meet?

__ Weekly
__ Monthly
__ Twice a month
__ Other (Please explain)

When are meetings held?

__ During the day
__ Weekend
__ Evening
__ Other (Specify)
__ Combination of both

Does the advisory committee keep minutes of each meeting?
Yes __ No __

How are decisions made by the advisory committee?

__ Unanimous consent
__ Simple majority
__ Maximum majority
__ Other (Explain)

Does the advisory committee issue notices to the public?
Yes __ No __

If yes, how? __ Television __ Radio
__ School publications __ Newspaper

The following items represent possible functions of the advisory committee. Rank each function by marking 2, 3, etc., until all functions under each program area are ranked. Number 1 would be the most important function, all subsequent numbers would be of lesser importance.

Program Planning for Bilingual Vocational Training

__ Textbook selection
__ Identification of needs
__ Course selection or content
__ Planning of school facilities
__ Budget planning
__ Other
__ Development of objectives

Program Implementation

__ Identify community resources and public relations

__ Interpretation of program to community

__ Curriculum support

__ Personnel policies

__ In-service training and teacher development

__ Other

Program Evaluation

__ Evaluation of trainees

__ Evaluation of teachers

__ Evaluation of program

__ Evaluation of administrators

__ Evaluation of objectives for curriculum

__ Evaluation of community

Can you cite specific recommendations made by the committee?

What was done about it?

Trainee Recruitment

Were training program requirements realistically presented to applicants so they could make choices? Yes __ No __

How were the requirements and criteria for training explained to trainees at the time of placement, including the course of study, time commitment of the program, absenteeism, and the quality of work expected?

Were contracts or student agreements used? Yes __ No __

What kind of information was collected on trainees?

Were any recruits screened out? Yes __ No __

If yes, for what reasons?

Was the advisory committee involved or asked to be involved in recruitment of trainees and staff? Yes __ No __

Intake

What is the potential trainees' level of English proficiency? (Based on percent)

Speaking	Listening	Reading	Writing
__ Beginners	__ Beginners	__ Beginners	__ Beginners
__ Intermediate	__ Intermediate	__ Intermediate	__ Intermediate
__ Advanced	__ Advanced	__ Advanced	__ Advanced

Based on what assessment procedures and instruments?

__ BVOP __ LAB __ ESLAB __ CELT

__ Oral interview __ Other

What other tests have been used and for what purposes?

How many potential trainees have been previously employed?

__ in the USA __ abroad __ other __ don't know

For how long?

__ 0 to 6 months __ 6 to 12 months __ 12 to 24 months

__ more than 2 years

Do they have any job skills? Yes __ No __

If yes, specify.

Do they have any job training? Yes __ No __

If yes, specify.

From where?

__ U.S. __ other country

__ in community college __ in trades school

What procedures or instruments were used for determining personal characteristics, e.g., aptitude, interest, background? (Specify)

How were these instruments or procedures used? (Explain)

Were means of assessing personal qualifications adapted for needs of limited English speakers, nonacademic types, illiterates, culturally diverse?

Did you adapt any test or develop a new one? Yes __ No __

If yes, how were they adapted?

Trainee Records and Information

What kind of information was collected and kept on each trainee?

Who is responsible for maintaining trainee files?

How are the records of a trainee's progress kept?

How could they be improved?

Is a current ongoing record kept of an individual's achievement of objectives? Yes __ No __

What kind of information was kept?

How are the records of a trainee's progress used by the staff, both instructors and counselors?

Assessing Curriculum and Instruction

Do instructional strategies being used appear to be appropriate to the vocational content area being taught? Yes __ No __

How do you determine this?

Do materials being used appear to be appropriate to the group?
Yes __ No __

What problems have been encountered with the materials or their use?

Is the language too complicated? Yes __ No __

Is there overuse or overreliance on textbooks? Yes __ No __

Are you using any translated materials or materials from another country?

What problems or successes have you found with their use?

Are you developing or adapting any materials? Yes __ No __

Why has this been necessary?

What more needs to be done?

What have you done to promote cooperation and integration among program components?

What successes have you encountered?

Do any program components function independently of others?
Yes __ No __

If yes, which ones?

What specific activities are required/encouraged to promote the coordination or integration of program components?

___ staff members meet regularly for planning

___ staff members attend each other's classes

___ staff jointly discuss problems of individual trainees

___ regular reporting required from each component using a common form or set of questions

___ other(s)

Do the vocational, language, and counseling components share a common set of objectives? Yes __ No __

Are the objectives competency-based? Yes __ No __

To what extent is this necessary or useful?

What are the most important traditional or religious events of the cultural group served by the program?

How were these observed in the program?

How does this relate to the effectiveness of the program?

What specific majority cultural patterns are included in the training program and who is responsible (solely or primarily) for teaching them (counselor, job developer, ESL instructor, vocational instructor, total staff)?

Does the instructional material being used reflect appropriate use of the student's two languages?

Safety language (posters)	Yes __	No __
Processes--task analysis	Yes __	No __
Identification of tools and equipment	Yes __	No __
Key points in concepts	Yes __	No __
Standards of conduct for training site	Yes __	No __

Work materials	Yes __	No __
Work reports	Yes __	No __
Inventories	Yes __	No __
Materials orders	Yes __	No __
Trade manuals	Yes __	No __

Does the curriculum reflect wise choices in selection of materials in each language? Yes __ No __

Has the program avoided development or use of inappropriate or poor quality instructional materials, such as:

Overuse of a textbook	Yes __	No __
Translations of whole training manuals	Yes __	No __
Translations of materials not being used	Yes __	No __

What audiovisual materials are used to support instruction?

Which of these audiovisual materials are available on the market?

Which ones were developed by the program?

Are the same instructional materials used by both the vocational and ESL components? Yes __ No __

What kinds of instructional materials have been translated by the program?

Who is responsible for translations?

How is need for translation determined?

By whom?

Has the project identified the specific language of the job-related vocational area being taught, e.g., safety language, list of tools and equipment, processes to be followed and explanations of concepts and strategies? Yes __ No __

Has the identified language been incorporated in the curriculum? Yes __ No __

How was the ESL curriculum developed?

Have <u>essential</u> literacy skills needed for the vocational area been identified?

How realistic are the identified skills?

Have they been incorporated into the curriculum? Yes __ No __

Does the instructional program reflect the parallel sequencing of vocational skills and language related to the skills (native language and ESL)?

What kind of time sequence?

Does the parallel sequencing reflect:

day by day? Yes __ No __

week by week? Yes __ No __

unit by unit? Yes __ No __

If parallel structure is not used, which component is taught first?

To what extent do the ESL materials used in the project utilize the identified vocational language?

To what extent were they developed locally for the project?

Culture

What has been done in the curriculum to adapt the program to the trainees' culture? (Beliefs--scientific vs. traditional accounts of group origins, cultural phenomena, coping procedures)

Are cultural patterns to be learned clearly identified in the curriculum?

What assurance is there in the curriculum or activities that cultural variation will be presented as differences rather than deficiencies?

Are they presented in contrast to the traditional culture of the trainees or as unrelated information?

Does the instructional material used reflect an awareness of dialect differences?

How are dialect features provided for in the curriculum?

To what extent have dialect variations for technical terms (vocabulary items) been identified?

Please describe in your own words the curriculum.

Assessing Classroom Instruction

Does the instructor give evidence that he/she knows the subject/topic being taught? Yes __ No __

What evidence supports this?

How does the instructor give evidence that he/she is adapting instruction to the needs of the student?

___ Organization of the basic course

___ Type of presentation

___ Use of multiple materials, media, presentational strategies

___ Use of tutors, aides, translators, community resources, etc.

What does the instructor do that is different from what is done with English speakers?

What competencies are necessary in order to do so?

Is the instructor an effective communicator with students being served?

What evidence supports this?

Are students responding appropriately to the instruction?

__ Involved in learning

__ Achieving success

__ Free of negative behaviors: frustration, puzzled or not comprehending, tuned out, hostile, apathetic, etc.

Is the objective for the class clear? (whether stated or not?)
Yes __ No __ (Explain)

Does the instructor use classroom management strategies appropriate to bilingual vocational education?

Does the vocational instructor make appropriate use of the student's language (native or second) in instruction?

When did the instructor use the student's native language?

__ To explain concept

__ To deliver, introduce and explain safety messages and their use in an emergency

__ To introduce tools and equipment

__ To introduce work processes

__ To perform counseling functions

__ To identify job-seeking skills

When did the vocational instructor use English?

__ To reinforce language learned in the ESL component

__ To practice identifying tools and equipment

__ To practice verbalizing about work processes

__ To practice explaining concepts consistent with English proficiency

__ To practice responding to directions in English

__ To practice job-seeking skills

__ To practice interpersonal skills

- __ foreman to worker
- __ worker to worker
- __ worker to customer

What evidence is there that each staff member is resourceful in:

__ Keeping abreast of current trends in the profession?

__ Developing new strategies?

__ Adapting own behavior for a new situation?

__ Finding ways of expressing empathy and concern?

Assessing Vocational Instruction

Are you using any materials from a foreign country?
Yes __ No __

If so, what have you done to adapt them?

Are non-verbal media used to support instructional materials?
Yes __ No __ (Explain)

If all staff members are not bilingual, how is instruction offered in two languages?

__ Team teaching

__ Use of aide always present

__ Use of aide present at scheduled times

__ Use of tutors (as opposed to qualified aides)

__ Use of peer tutoring/small group cooperation

__ Use of translations

__ Other(s) (Specify)

Are staff members aware of not only the content but also the teaching strategies employed by their colleagues? Yes __ No __

Is project management staff actively involved in planning?
Yes __ No __

How did both the vocational and ESL teachers go about identifying and sequencing the language?

To what extent have materials had to be developed for the program?

What sorts of materials are they?

How useful/effective have they been?

Have essential literacy skills needed for the vocational area been identified? Yes __ No __

If yes, what are the identified skills? (Explain)

Have they been incorporated into the curriculum? Yes __ No __

Are they actually being taught? Yes __ No __

If yes, what is the evidence?

How much previous experience has the vocational teacher had in teaching vocational education and working with a similar population?

Which of the following approaches are known and practiced by you in the vocational class?

	Known		Practiced	
	Yes	No	Yes	No
Audio-lingual				
Functional notional				
Cognitive code				
Silent way				
Counseling learning				
Suggestology				
Community learning				

What methods are most effective, under what circumstances? (Give details)

What are some real examples of how the bilingual approach has been more effective than the traditional monolingual approach?

Assessing ESL Instruction

What kind of instructional materials are used by the ESL teacher?

Is the ESL teacher using non-verbal media to support instructional materials? Yes __ No __

Is the same instructional material used in both the vocational and ESL components? Yes __ No __

If no, what kinds of materials are shared?

__ Textbooks

__ Lesson plans

__ Materials locally developed

__ Materials from other countries

__ Other

Does the ESL teacher meet with the vocational teacher to plan?
Yes __ No __

If yes, how often?

Are both teachers aware of the content and teaching strategies used by each other? Yes __ No __

What are the best ways of teaching job-related English?

Does the identified job-related language usage comprise the basis of the ESL component? Yes __ No __

If no, why not?

What sorts of materials have been developed for the ESL class?

What kind of training does the ESL teacher have in teaching ESL?

Which of the following approaches are known and practiced by the ESL teacher?

	Known		Practiced	
	Yes	No	Yes	No
Audio-lingual				
Functional notional				
Cognitive code				
Silent way				
Counseling learning				
Suggestology				
Community learning				

To what extent have regional variations for technical terms (vocabulary items) been identified in English and the trainees' native language?

What use has been made of these in the curriculum/instructional program?

Are trainees given the opportunity to learn in ESL instruction all regional/social variants which would be useful?

How does the ESL teacher deal with questions of standard vs. nonstandard usage, and with regional differences (in English or native language)?

Does the instructional material used in the ESL class reflect an awareness of the trainees' culture? Yes __ No __ (Explain)

Does it reflect an awareness of regional/social differences in English? In other languages?

Does the ESL teacher speak the trainees' language?
Yes __ No __

If no, how do they communicate with them?

Can you give examples of how counseling/job development information has affected instruction in ESL?

What has the ESL teacher learned from the vocational teacher?

Name the three most important strategies in teaching ESL to LESA students receiving bilingual vocational training?

Assessing Counseling and Job Development

What percent of trainees did the project place in jobs for which they were trained?

__ First year __ Third year __ Fifth year

__ Second year __ Fourth year __ Sixth year

What percent of trainees continued their education following training during all funding years?

__ First year __ Third year __ Fifth year

__ Second year __ Fourth year __ Sixth year

How have you followed the progress of the trainees who were placed?

How many are still on the same job?

__ First year __ Third year __ Fifth year

__ Second year __ Fourth year __ Sixth year

How many have received a raise or promotion?

__ First year __ Third year __ Fifth year

__ Second year __ Fourth year __ Sixth year

How many have been fired?

__ First year __ Third year __ Fifth year

__ Second year __ Fourth year __ Sixth year

For what reasons have some, if any, left?

What do you consider the main reasons you were able to successfully place trainees?

Does your program cooperate with other states and federally-funded job placement programs?

What specific problems were involved in finding prospective employers for trainees?

How receptive were they to hiring limited English speakers?

What reservations did they express?

How willing were employers to hire trainees in second or subsequent years?

What caused the change?

To what extent was the program adapted for the needs of a specific employer? (Explain)

Approximately how many hours went into training for each of the following job placement skills:

	0-5 Hours	5-10 Hours	10-15 Hours	15-20 Hours	20+ Hours
Absenteeism					
Promptness					
Cooperation					
Attitude					
Appearance					
Courtesy					
Work standards					
Negotiating salary					
Salary issues					
Job interviews					
Work habits					
Filling-out applications/ employment forms					
Securing necessary credentials/fringe benefits/workmen's compensation insurance					

What salary range are the graduates receiving?

How many have received public assistance since training?

What counseling was considered necessary for the particular group in your program?

How do you provide counseling to the trainees?

Give examples of how counseling/job development information has affected instruction in vocational or ESL classes.

Cultural responsiveness of the program

How distant is the trainee culturally from the native English speaking work force?

What is the trainee's national origin?

What percentage of trainees have been in the U.S. for:

__ less than a year
__ 1-2 years
__ 2-4 years
__ 4-6 years
__ 6-10 years
__ more than 10 years

Are there any cultural norms for which an employee would be fired?

Any for which he/she would get unpleasant or hostile reactions from supervisors or co-workers?

Any for which he/she would be subject to ridicule?

Areas to consider:

__ greetings and leavetakings
__ interpersonal language
__ manners
__ proxemics
__ diet and eating
__ friendship patterns
__ nonverbal learning style
__ silence or noise
__ voice level
__ male/female interactions
__ questioning
__ handling time (pacing)
__ dress
__ interaction
__ attitude towards teaching/learning
__ expressions of gratitude, appreciation, sympathy, concern, laughter responsiveness

Work-related habits:

__ promptness
__ absenteeism
__ cooperation
__ receiving and giving criticism
__ receiving and giving directions

When cultural differences cause a problem, what do you do?

Who is responsible for teaching the trainees patterns which are different from his/her culture?

__ counselor
__ vocational teacher
__ job developer
__ total staff
__ ESL teacher
__ other (specify)

How is information transmitted about student problems, what is to be taught, student achievement, and job readiness from one staff member to another?

Is there a formal system for such information?

How does the system work?

Who is involved in the system?

What were principal barriers to success in the program last year? (Explain)

What were successful means of dealing with them?

What are the principal barriers this year?

How are you dealing with them?

What are the logistics of keeping a central record for each student?

Does the student record contain information gathered during screening and recruitment? Yes __ No __

What adaptations have been made in the program as a result of addressing individual student needs?

__ time
__ finances
__ learning patterns
__ attitude toward instruction

Assessing Trainee Needs

How has counseling helped you in your training?

How important is counseling to you?

Which of the following supportive services has been provided to you during the training?

__ Child care
__ Transportation
__ Health services
__ Other

How convenient is the program training site to the place where you live?

How long does it take you to get there one way?

__ Less than half hour
__ One hour
__ Half hour
__ One hour and a half
__ 45 minutes
__ Two hours

How do you travel from home to work?

__ by car
__ walk
__ by bus
__ other
__ by train

How has the training affected your attitude toward work?

Does the training include an internship/on-the-job practice experience? Yes __ No __

If yes, how long is the internship/on-the-job practice?

How does it work?

What has been the most valuable or helpful results of the internship?

What are the problems involved in it?

How valuable is the internship compared to the rest of the program?

Has the project staff ever asked you to suggest better ways of conducting class activities or program events?
Yes __ No __ (Explain)

How often does the vocational teacher use the job-related English you learned in ESL?

Frequently __ Occasionally __ Seldom __

Is what you are learning in ESL helping you in the vocational class?
Yes __ No __ (Explain)

What other things would you like to learn in the ESL class?

What activities or exercises in the ESL class do you find most useful/least useful?

Most Useful	Least Useful

In the vocational class, did you use more of your first language at the beginning and less as time went on? Yes __ No __
(Explain)

To what extent in the vocational class are you asked/encouraged to talk about the vocational skill being learned?

Do instructors use words you do not understand?

Yes __ No __ If yes: Frequently __ Occasionally __

Seldom __

When you know a word different from the one the teacher is using, do you offer to use it in class? Yes __ No __

How does the instructor react to its use?

How do teachers who do not know your language communicate with you?

Would you rather have a teacher who could use your language or an aide to translate for you?

Do you have any trouble understanding information as it is presented by your instructors?

Does the instructor take time to repeat or explain words or expressions that you do not understand?

What means of presentation or teaching strategies are most helpful to you in learning new strategies?

Which of the following events related to your culture have been celebrated during the program?

__ religious __ local __ political

__ seasonal __ historical __ death rituals

__ personal __ family __ others (specify)

To what extent are activities of the project interrupted to notice each listed event?

__ Total disruption for one or more days

__ Half day interruption

__ Momentary interruption

__ Other

Who in the program is involved in noticing the event?

__ Everybody __ No one __ Family members

__ Trainees only __ Close friends of trainees only

Are you involved in celebrations which are not part of your own culture? Yes __ No __

Which ones?

What is the reaction of the staff to your own celebrations?

Positive __ Negative __

What are the most important things you can say about the training program, your instructors?

What do they do to express concern for your welfare and success?

What are some things instructors/counselors/director should not do?

What changes, if any, have been made in the program since you came into it?

What has been added?

What was taken out?

What do you think should be added?

How adequate are the training facilities, e.g., labs, classrooms, shops, etc.?

__ Well equipped
__ Comfortable
__ Attractive
__ Clean
__ Well organized
__ Efficient/convenient
__ Orderly
__ Other(s)

Can you give at least three honest reasons why you signed up for the program?

__ Interested in doing the work for which you are being trained

__ Wanted to do something different

__ Stipend

__ You were unemployed/underemployed

__ It is a bilingual program

__ Other (Specify)

What are the three most important factors contributing to your satisfaction/dissatisfaction?

In general terms, how would you describe the bilingual vocational training program?

Assessing Former Trainee Needs and Satisfaction

When did you graduate from the bilingual vocational training program?

What do you consider to be the most important aspect of the training?

What job do you hold now?

Are you satisfied with your job? Yes __ No __ (Explain)

If so, what components of the bilingual vocational training do you consider to be the most influential in your being satisfied with your occupation?

Are you encountering any difficulty in performing your duties?
Yes __ No __

What components do you think should be added to the training program?

Why?

Have you been contacted by the program after graduation?
Yes __ No __

For what purposes?

How did you learn about the bilingual vocational training program?

Are you planning to go back to school? Yes __ No __

Why?

Which was your favorite class during the training program?

Why?

Which of the following strategies did you consider the most helpful (H)/important (I)/appropriate (A) to you during the training?

__ individualized instruction

__ small group instruction

__ peer assistance

__ verbal and non-verbal communication strategies

__ hands-on experiences

__ demonstrations

__ use of audiovisual resources

__ task breakdown into small steps

__ other (Specify)

Do you have any recommendations for future programs like this?

Did you have any trouble understanding the materials used during the training:

In your native language? Yes __ No __ If yes, why?

In English? Yes __ No __ If yes, why?

How important was counseling to you? (Explain)

Do you think you need additional vocational training to hold your job? Yes __ No __ (Explain)

Can you cite examples of any communication problems you encountered in your job?

Assessing Institutional Responsiveness

Where is the program housed adminstratively?

Who does the program director report to?

Does this administrative location/arrangement have any specific advantages or disadvantages?

How supportive has the institution been of the BVT program?

To what extent are program decisions limited or influenced by: federal constraints, institutional rules and procedures, institutional schedules, nature of sponsoring institution, other factors (specify, e.g., business procedures, personal choices)?

Who, outside of the program, exerts the most influence on the program?

Give examples of any decisions made outside the program.

Who pays for the supportive services provided to the trainees?

What effect has the program had on its sponsoring institution or other organizations in the area or state?

What type of institution/organization operates the program?

__ university
__ for-profit organization
__ community college
__ community-based organization
__ public school
__ other (specify)

What topic areas has the institution traditionally dealt with?

Does the institution have prior experience in BVT and bilingual education? Yes __ No __

What is the history of responsiveness of the institution to minority community concerns and needs?

How much effort for coverage does the institution make to publicize the program?

What efforts or plans have been/are being made to institutionalize the program?

If efforts/plans are being initiated, describe the problems and successes in doing so, modifications required, etc.

Assessing Employer Satisfaction and Support

What is the form of communication between employers and the BVT program and vice versa?

Do local employers need a work force to be developed or additional skilled workers? Yes __ No __

If yes, what kind?

Are there any benefits from hiring bilinguals in the business community?

Are there any jobs in the business community for which being bilingual is a particular advantage? Yes __ No __

Any particular disadvantage? Yes __ No __

Have employers been asked to help the BVT program decide on the training criteria? Yes __ No __

Did they have input in deciding the present training criteria? Yes __ No __

Have they been invited to speak to the trainees during their training? Yes __ No __

Have employers been willing to let their business/industry be used for on-site visits by project staff/trainees? Yes __ No __

How different is the trainee culturally from the native English speaking work force?

What major differences do employers notice between these employees and the native English speaking employees?

What, if any, problems have the differences caused?

How do employers deal with cultural differences that might create difficulties at work?

How are employees from BVT programs different from employees from other training programs?

What have been the best aspects of the program job placement process?

How can it be improved?

Are employers satisfied with graduates from the BVT program?
Yes __ No __

How do you know? (Explain)

What suggestions could employers make to the program relative to training workers for their business?

How efficient have the employed graduates from the BVT program been?

At what are they most successful?

Do they need additional vocational training to hold their jobs at a minimal level? Yes __ No __

Is their English good enough to hold their jobs? Yes __ No __

Can employers give examples of any communication problems they have observed? Yes __ No __ (Specify)

How relevant and successful was the on-the-job practice component?

When were working relationships with employers initiated?

__ Before the program started __ Other (Explain)

__ After the program was funded

What structural or situational factors inhibit closer/more effective business involvement?

What are minimum proficiency levels required for employment in your business?

__ vocational ability

__ English language ability (including speaking, reading and writing)

__ other (Specify)

Do you have any limited English speaking employees who were not involved in the bilingual vocational training program?
Yes __ No __

If yes, what do you have to say about their performance compared to those that were involved in the training?

Assessing Business Support

How aware is the business community of the need for bilingual vocational training?

Of its merit?

How willing are local businesses/industries to cooperate with the program in developing on-the-job practice?

What efforts have been made to enlist support, participation or representation from business and labor in planning and implementing the training program?

How extensive has business and labor support and participation been?

How effective has it been?

How significant is support from the business community to the program?

How much impact has the program/institution had from the business community?

What structural or situational factors inhibit a closer, more effective business involvement?

How well known is the program in the business community?

__ Very __ Fairly __ Not at all

What is the perception of it?

Assessing Community Support

How well known is the program in the community?

__ Very __ Fairly __ Not at all

What evidence supports this?

What community support or pressure exists for continuance or institutionalization of the program?

What evidence supports this?

What ties does the staff of the program have to the community, especially the minority community?

What efforts have been made to engender community support for the proposed program?

Has the community, especially the target population, been canvassed regarding their perception of the need and importance of the proposed program? Yes __ No __

How?

Has an effort been made to inform the community of plans to develop a program proposal and to solicit participation in the planning process? Yes __ No __

Are staff drawn from the community? Yes __ No __

Are they familiar with the community? Yes __ No __

Are they available in the community? Yes __ No __

Are staff members involved with other activities in the community, other than the program? Yes __ No __

Which ones?

What effect, if any, has the program had on the community itself, both as a whole and with regard to particular subgroups? (Explain)

Is the location of the program convenient for the population to be served? Yes __ No __

What is the history of responsiveness of the grantee organization to minority community needs and concerns?

How much support does it have among minority and majority community members? (Explain)

How supportive is the community of the program?

General Questions

What changes were made in the program as a result of previous experiences?

What adaptations have been made in the program as a result of addressing individual strategy needs?

Does the program benefit from other federally-funded programs?

What reason have trainees given for dropping out of the program?

Do you perceive there may be other reasons? Yes __ No __

If yes, what are they?

How was the location of the program determined?

To what extent does the location affect participation in the program?

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STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES (SOICC)

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STATE EMPLOYMENT SECURITY AGENCIES THAT PROVIDE LABOR MARKET INFORMATION

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BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAMS

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BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAMS

University of San Francisco
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Contact: Dr. John B. Tsu
Area of Vocational Training: Electronic industry
Language of Trainees: Chinese, Vietnamese, Spanish

Eastern Michigan University
430 W. Forest
Ypsilanti, Michigan 48197

Contact: Mr. Jose Gurule
Vocational Area of Training: Trades and industry
Language of Trainees: Spanish

China Institute in America
125 East 65th Street
New York, New York 10021

Contact: Xiangxiang Chueng
Vocational Area of Training: Restaurant cooking and management
Language of Trainees: Chinese

New York University
Barney 309, 26 Stuyvesant Street
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Contact: Dr. Ronald D. Todd
Vocational Area of Training: Office skills and automotive repairs
Language of Trainees: French, Spanish, Greek, Russian and Chinese

Fitchburg State College
c/o Institute for Governmental Services
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Boston, Massachusetts 02125

Contact: Dr. Alan Hurwitz
Vocational Area of Training: Industrial arts
Language of Trainees: Spanish

FEDERAL LEGISLATION

"Subpart 3—Bilingual Vocational Training

"STATEMENT OF FINDINGS

"SEC. 181. The Congress hereby finds that one of the most acute problems in the United States is that which involves millions of citizens, both children and adults, whose efforts to profit from vocational education are severely restricted by their limited English-speaking ability because they came from environments where the dominant language is other than English; that such persons are therefore unable to help to fill the critical need for more and better educated personnel in vital occupational categories; and that such persons are unable to make their maximum contribution to the Nation's economy and must, in fact, suffer the hardships of unemployment or underemployment. The Congress further finds that there is a critical shortage of instructors possessing both the job knowledge and skills and the dual language capabilities required for adequate vocational instruction of such language-handicapped persons and to prepare such persons to perform adequately in a work environment requiring English language skills, and a corresponding shortage of instructional materials and of instructional methods and techniques suitable for such instruction. 20 USC 2411.

"GENERAL RESPONSIBILITIES OF THE COMMISSIONER

20 USC 2412. "SEC. 182. (a) The Commissioner and the Secretary of Labor together shall—

"(1) develop and disseminate accurate information on the status of bilingual vocational training in all parts of the United States;

"(2) evaluate the impact of such bilingual vocational training on the shortages of well-trained personnel, the unemployment or underemployment of persons with limited English-speaking ability, and the ability of such persons to acquire sufficient job skills and English language skills to contribute fully to the economy of the United States; and

Report to President and Congress. "(3) report their findings annually to the President and the Congress.

"(b) The Commissioner shall consult with the Secretary of Labor with respect to the administration of this part. Regulations and guidelines promulgated by the Commissioner to carry out this part shall be consistent with those promulgated by the Secretary of Labor pursuant to section 301(b) of the Comprehensive Employment and Training Act of 1973 and shall be approved by the Secretary of Labor before issuance. 29 USC 871.

"AUTHORIZATION OF APPROPRIATIONS

20 USC 2413. "SEC. 183. There are authorized to be appropriated $60,000,000 for the fiscal year ending September 30, 1978, $70,000,000 for the fiscal year ending September 30, 1979, $80,000,000 for the fiscal year ending September 30, 1980, $90,000,000 for the fiscal year ending September 30, 1981, and $80,000,000 for the fiscal year ending September 30, 1982, to carry out the provisions of sections 184, 186, and 188 of this part, except that 65 per centum of such amounts shall be available only for grants and contracts under section 184, 25 per centum shall be available only for grants and contracts under section 186, and 10 per centum shall be available only for grants and contracts under section 188.

"AUTHORIZATION OF GRANTS

20 USC 2414.

"SEC. 184. (a) From the sums made available for grants under this section pursuant to section 183, the Commissioner is authorized to make grants to and enter into contracts with appropriate State agencies, local educational agencies, postsecondary education institutions, private nonprofit vocational training institutions, and to other nonprofit organizations especially created to serve a group whose language as normally used is other than English in supplying training in recognized occupations and in new and emerging occupations, which shall include instruction in the English language designed to insure that participants in the training will be assisted to pursue such occupations in environments where English is the language normally used, and to enter into contracts with private for-profit agencies and organizations, to assist them in conducting bilingual vocational training programs for persons of all ages in all communities of the United States which are designed to insure that vocational training programs are available to all individuals who desire and need such bilingual vocational education.

"(b) The Commissioner shall pay to each applicant which has an application approved under section 189B an amount equal to the total sums expended by the applicant for the purposes described in section 185 and set forth in that application.

"USE OF FEDERAL FUNDS

"SEC. 185. Grants and contracts under section 184 may be used, in accordance with applications approved under section 189B, for— 20 USC 2415.

"(1) bilingual vocational training programs for persons who have completed or left elementary or secondary school and who are available for education by a postsecondary educational institution;

"(2) bilingual vocational training programs for persons who have already entered the labor market and who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment; and

"(3) training allowances for participants in bilingual vocational training programs subject to the same conditions and limitations as are set forth in section 111 of the Comprehensive Employment and Training Act of 1973. 29 USC 821.

"AUTHORIZATION OF GRANTS FOR INSTRUCTOR TRAINING PROGRAMS

"SEC. 186. (a) From the sums made available for grants and contracts under this section pursuant to section 183, the Commissioner is authorized to make grants to and enter into contracts with States, or educational institutions, either public or private, to assist them in conducting training for instructors of bilingual vocational training programs, and whenever the Commissioner determines that it will contribute to carrying out the purposes of this part, to make grants to, and enter into contracts with, States or educational institutions either public or private, to assist them in conducting training for instructors in bilingual vocational education programs. 20 USC 2416.

"(b) The Commissioner shall pay to each applicant which has an application approved under section 189B an amount equal to the total sums expended by the applicant for the purposes described in section 187 and set forth in that application.

"USE OF FEDERAL FUNDS

"SEC. 187. Grants and contracts under section 186 may be used, in accordance with applications approved under section 189B, for— 20 USC 2417.

"(1) providing preservice training designed to prepare persons to participate in bilingual vocational training or vocational education programs as instructors, aides, or other ancillary personnel such as counselors, and inservice and development programs designed to enable such personnel to continue to improve their qualifications while participating in such programs; and

"(2) fellowships or traineeships for persons engaged in such preservice or inservice training.

"AUTHORIZATION OF GRANTS FOR DEVELOPMENT OF INSTRUCTIONAL MATERIALS, METHODS, AND TECHNIQUES

"SEC. 188. (a) From the sums made available for grants and contracts under this section pursuant to section 183, the Commissioner is authorized to make grants and enter into contracts with States, public and private educational institutions, and to other appropriate nonprofit organizations, and to enter into contracts with private for-profit individuals and organizations, to assist them in developing instructional material, methods, or techniques for bilingual vocational training. 20 USC 2418.

"(b) The Commissioner shall pay to each applicant which has an application approved under section 189B an amount equal to the total sums expended by the applicant for the purposes described in section 189 and set forth in that application.

"USE OF FEDERAL FUNDS

20 USC 2419. "SEC. 189. Grants and contracts under section 188 may be used, in accordance with applications approved under section 189B, for—

"(1) research in bilingual vocational training;

"(2) training programs designed to familiarize State agencies and training institutions with research findings and successful pilot and demonstration projects in bilingual vocational training;

"(3) experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings; and

"(4) other demonstration and dissemination projects.

"APPLICATIONS

20 USC 2420. "SEC. 189A. (a) A grant or contract for assistance under this part may be made only upon application to the Commissioner at such time, in such manner, and containing or accompanied by such information as the Commissioner deems necessary. Each such application shall—

"(1) provide that the activities and services for which assistance under this part is sought will be administered by or under the supervision of the applicant;

"(2)(A) in the case of assistance under section 184, set forth a program for carrying out the purposes described in section 185,

"(B) in the case of assistance under section 186, set forth a program for carrying out the purposes described in section 187, and

"(C) in the case of assistance under section 188, set forth a program for carrying out the purposes described in section 189;

"(3) in the case of assistance under section 184, set forth a program of such size, scope, and design as will make a substantial contribution toward carrying out the purposes of this part;

"(4) in the case of assistance under section 186—

"(A) describe the capabilities of the applicant institution, including a listing of the vocational training or vocational education courses offered by that institution, together with appropriate accreditation by regional or national associations, if any, and approval by appropriate State agencies of the course offered,

"(B) set forth the qualifications of the principal staff who will be responsible for the training program, and

"(C) contain a statement of the minimum qualifications of the persons to be enrolled in the training program, a description of the selection process for such persons, and the amounts of the fellowships or traineeships, if any, to be granted to persons so enrolled; and

"(5) in the case of assistance under section 188, set forth the qualifications of the staff who will be responsible for the program for which assistance is sought.

"(b) No grant or contract may be made under section 184 directly to a local educational agency or a postsecondary educational institution or a private vocational training institution or any other eligible agency or organization unless that agency, institution, or organization has submitted the application to the State board established under section 104 of this Act, or in the case of a State that does not have such a board, the similar State agency, for comment and includes the comment of that board or agency with the application.

"APPLICATION APPROVAL BY THE COMMISSIONER

"SEC. 189B. (a) The Commissioner may approve an application for assistance under this subpart only if— 20 USC 2421.

"(1) the application meets the requirements set forth in subsection (a) of the previous section;

"(2) in the case of an application submitted for assistance under section 184 to an agency, institution, or organization other than the State board established under section 104 of this Act, the requirement of subsection (b) of the previous section is met;

"(3) in the case of an application submitted for assistance under section 184 or section 186 the Commissioner determines that the program is consistent with criteria established by him, where feasible, after consultation with the State board established under section 104 of this Act, for achieving equitable distribution of assistance under this subpart within that State; and

"(4) in the case of an application submitted for assistance under section 186 the Commissioner determines that the applicant institution actually has an ongoing vocational training program in the field for which persons are being trained; and that the applicant institution can provide instructors with adequate language capabilities in the language other than English to be used in the bilingual job training program for which the persons are being trained.

"(b) An amendment to an application shall, except as the Commissioner may otherwise provide, be subject to approval in the same manner as the original application.

SOURCE: Public Law 94-482 - October 12, 1976, 94th Congress. An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes. Title II-Vocational Education, Sec. 202(a), Revision of the Vocational Education Act of 1963, Subpart 3-Bilingual Vocational Training, 90 STAT.2205-2209.